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ABSTRACT

This compilation of approximately 100 document resumes provides educators with abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded research and development proposals. The resumes are arranged in ascending order according to an ED (ERIC Document) accession number, with each resume including the author(s), title, institutional source, sponsoring agency, availability, publication data, number of pages, subject terms which characterize the content of the document, and a document abstract. Subject, author, and institution indexes are provided. Availability information includes microfiche and hard copy prices from the ERIC Document Reproduction Service (EDRS). The section on projects in progress contains approximately 100 resumes announcing ongoing curriculum development and research projects funded by the Vocational Education Amendments of 1976 (PL 94-482). Included for each are title, principal investigator, recipient institution, start-end dates, supporting agency, contract and/or control number, and a brief project summary. Projects are listed by state, and names and addresses are provided for both individuals and institutions. A listing of project titles grouped alphabetically by state and a subject index follows. The organizational resources section contains names, addresses, and telephone numbers of state research coordinating unit directors and of journals, magazines, professional associations, and information systems and networks of interest to vocational and technical educators. The ERIC Clearinghouse on Adult, Career, and Vocational Education is profiled. (CT)

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ED201884

Resources in Vocational Education 13

1980 Volume 13 Number 5

Editor: Patricia Arthur

CE 029 017

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road Columbus, Ohio 43210

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Information Products

The Complete VT-ED Cross-Reference Index for the AIM/ARM System, compiled by Kathleen Jezierski and Joan Mitric, February 1978. Ed 164 800.

An aid to locating documents processed for the AIM/ARM information system (Abstracts of Instructional and Research Materials in Vocational and Technical Education), the index cross references over 17,000 AIM/ARM accession numbers to the ERIC system's accession numbers and shows the availability of documents through the ERIC Document Reproduction Service.

Writer's Guide to Publication Development: How to Get Your Publication into an Information Retrieval System, by Kathleen Jezierski, February 1978. ED 164 799.

The handbook includes instructions, a model, and discussions of format, content requirements, and copyright concerns to guide writers in developing publications that meet both the criteria for government sponsors and criteria for inclusion in information retrieval systems.

Research and Development Projects in Vocational Education, FY 1970-1977. An Annotated Bibliography: Volume 1. Federally Administered Projects, compiled by Ruth Gordon and others, January 1979. ED 170 532.

Annotations are presented of completed research, exemplary and innovative projects, curriculum development projects, and bilingual vocational training projects administered by the U.S. Office of Education, Bureau of Occupational and Adult Education (USOE/BOAE) during fiscal years 1970-77. The projects were funded under Parts C, D, and I of the Vocational Education Amendments of 1968 and Part J of the Education Amendments of 1974. A total of 1,285 projects are described.

Research and Development Projects in Vocational Education, FY 1970-1977. An Annotated Bibliography: Volume 2. State-Administered Projects, compiled by Ruth Gordon and others, January 1980. ED 182499

Annotations are presented of completed research projects and exemplary and innovative projects administered by state research coordinating units during fiscal years 1970-77. The projects were funded under Part C and Part D of the Vocational Education Amendments of 1968. A total of 6,668 projects are described.

Current Projects in Vocational Education—FY 1976. Abstracts of Projects Supported in Fiscal Year of 1976 and the Transition Quarter under the Vocational Education Amendments of 1968 (Parts C, D, I, and J), compiled by Wesley E. Budke and Ruth Gordon, February 1977. ED 138 782.

Abstracts are presented of 221 new and continuing projects funded by the Division of Research and Demonstration (USOE/BOAE) in fiscal year 1976 and the transition quarter (July 2 - September 30, 1976). The projects relate to research, demonstration, curriculum development, and bilingual vocational education.

Current Projects in Vocational Education—FY 1977. Abstracts of Projects Supported in Fiscal Year 1977 under the Vocational Education Amendments of 1968 (Parts C, D, I, and J), compiled by Ruth Gordon and Lois Ann Sellers, February 1978. ED 151 611.

Abstracts of 199 new and continuing projects funded by the Division of Research and Demonstration (USOE/BOAE) in fiscal year 1977 are presented. The projects relate to research, demonstration, curriculum development, and bilingual vocational education.

Current Projects In Vocational Education—FY 1978. Federally Administered Projects, compiled by Ruth Gordon and others, June 1979. ED 173 622.

Abstracts of 206 new and continuing projects funded by the Division of Research and Demonstration (USOE/BOAE) in fiscal year 1978 are presented. The projects relate to programs of national significance (personnel development, national center for research in vocational education, and curriculum coordination centers), bilingual vocational education, and the assistance contract program for Indian tribes and Indian tribal organizations.

Current Projects in Vocational Education—FY 1978. State-Administered Projects, compiled by Patricia Arthur and Wesley E. Budke, January 1980. ED 189445

Abstracts of 706 projects administered by states through research coordinating units under the Education Amendments of 1976 are presented. The FY 1978 resumes cover research projects, exemplary and innovative projects, and curriculum development projects.

Current Projects in Vocational Education—FY 1979. State-Administered Projects, compiled by Patricia Arthur and Wesley E. Budke, June 1980. ED 190848

Abstracts of 809 projects administered by state departments of education through research coordinating units under the Education Amendments of 1976 are presented. The FY 1979 resumes cover research projects, exemplary and innovative projects, and curriculum development projects.

Projects in Progress—FY 1978. A Report for the Coordinating Committee on Research in Vocational Education, compiled by Ruth Gordon and others, January 1979. ED 174781

Abstracts of 321 projects in career education, vocational education, and education and work are presented. The projects are administered by the USOE's Division of Research and Demonstration, Office of Career Education, National Institute of Education, and Fund for the Improvement of Postsecondary Education.

Projects in Progress—FY 1979. A Report for the Coordinating Committee on Research in Vocational Education, compiled by Ruth Gordon and others, June 1980. ED 189362

Abstracts of 217 projects in career education, vocational education, and education and work are presented. The projects are administered by the USOE's Division of Research and Demonstration, Office of Career Education, National Institute of Education, and Fund for the Improvement of Postsecondary Education.

The National Center Mission Statement

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Providing information for national planning and policy
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

Funding Information

Project Title:	National Center for Research in Vocational Education, Dissemination and Utilization Function
Contract Number:	300780032
Project Number:	498MH00014
Educational Act under Which the Funds Were Administered:	Education Amendments of 1976, P.L. 94-482
Source of Contract:	U.S. Department of Education Office of Vocational and Adult Education Washington, DC
Contractor:	The National Center for Research in Vocational Education The Ohio State University Columbus, Ohio 43210
Executive Director:	Robert E. Taylor
Disclaimer:	This publication was prepared pursuant to a contract with the Office of Vocational and Adult Education, U.S. Department of Education. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official U.S. Department of Education position or policy.
Discrimination Prohibited:	Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, the National Center for Research in Vocational Education Project, like every program or activity receiving financial assistance from the U.S. Department of Education, must be operated in compliance with these laws.

Foreword

Finding available information is a major task for researchers, teachers, administrators, and students. The National Center for Research in Vocational Education is dedicated to helping others find useful information.

Resources in Vocational Education is prepared by the National Center Clearinghouse at the National Center for Research in Vocational Education under a contract with the U.S. Department of Education, Office of Vocational and Adult Education. Included are abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded proposals. The full text of most documents announced in *Resources in Vocational Education* is available in microfiche or paper copy from the ERIC Document Reproduction Service, and also in local ERIC microfiche collections.

We appreciate the contributions of state research coordinating units, curriculum coordinating centers, instructional materials laboratories, local school systems, colleges and universities, and professional associations. Members of the profession are encouraged to send instructional and research materials for possible inclusion in future issues of *Resources in Vocational Education*.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

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SAMPLE DOCUMENT RESUME

ERIC Accession Number—identification number sequentially assigned to documents as they are processed

ED 181 219 CE 023 729 — Clearinghouse accession number.

Author(s) — *Matejic, Denise M.*

Title — **Helping Families Adjust to Economic Change. A Project Report.**

Organization where document originated — Rutgers, The State Univ., New Brunswick, N.J. Cooperative Extension Service.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project. — Spons Agency—Extension Service (DOA), Washington, D.C. Science and Education Administration.

Report Number—assigned by originator. — Report No.—XY2123

Date published — Pub Date—79

Contract or Grant Number — Contract—82-2-61104(21)

Descriptive Note (pagination first). — Note—151p.; The appendixes contain small type and may not reproduce well; For related documents see CE 023 725-729.

Alternate source for obtaining documents — Available from—New Jersey Extension Service, Publications Distribution Center, Dudley Road, New Brunswick, NJ 08903 ($4.00)

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code — Pub Type—Reports - Descriptive (141)

ERIC Document Reproduction Service (EDRS) Availability "MF" means microfiche, "PC" means reproduced paper copy. When described as "Document Not Available from EDRS", alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents", in the most recent issue of RIE. — **EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index. — Descriptors—*Adult Programs, Budgeting, Community Service Programs, Consumer Economics, *Consumer Education, Counseling Services, Credit (Finance), *Curriculum Development, Economically Disadvantaged, Family Management, Financial Needs, Financial Problems, Insurance Programs, Investment, Low Income Groups, *Money Management, *Outreach Programs, Program Development, Program Evaluation.

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors. — Identifiers—Income Groups, New Jersey

Informative Abstract. — A project was developed to gain more insight into family financial problems, to identify these problems, and to formulate educational strategies to deal with and help solve these problems. This project was conducted in three phases, which included community outreach, development of educational materials, and evaluation. Three communities with different ethnic blends, similar income levels (middle to lower-middle), and moderately high unemployment rates were selected as project sites. The outreach program, which reached approximately 2,000 participants with consumer education information, included the use of a mobile unit, a home-study course, work-site educational programs, paraprofessional counselors, and a closed circuit television network. The following are some of the project objectives which were achieved to the extent that the majority of those participants who responded to the follow-up studies had changed their practices: (1) participants will spend their money more wisely and use their new knowledge and skills to extend and increase their resources to raise their standards of living; (2) participants will learn to develop a personal money management plan; (3) participants will understand the concept of consumer credit and its advantages, disadvantages, and wise use; and (4) participants will understand the various types of insurance policies available and know how an insurance protection program can be adapted to their personal needs. (BM)

Abstractor's initials. — (BM)

DOCUMENTS

Resumes

The document resumes presented in this section are ordered by ED number. Users may scan this section for documents of interest, or use the subject, author, and institution indexes to locate documents in a specific field, or produced by a particular author or institution.

ED 174 830 CE 022 454

Ledoux, Clarence E.

A Project to Develop Performance Based Instruction through Task Analysis and In-Service Programs. Final Report.

Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—79

Contract—G007603605

Note—77p

Pub Type—Reports—Descriptive (141). Reports—Research/Technical (143)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Competency Based Education, *Information Dissemination, *Inservice Education, *Task Analysis, *Vocational Education, Auto Mechanics, Banking, Catalogs, Diffusion, Household Workers, Meat Packing Industry, Performance Criteria, Program Descriptions, Research Reports, Retailing, Validated Programs

Identifiers—Vocational Technical Education Consortium States

The primary purposes of this project were to develop catalogs of performance objectives and performance guides based upon validated tasks performed by incumbent workers and to disseminate and diffuse catalogs through inservice activities. The five catalogs developed were based upon tasks performed in the occupations of banking clerk, diesel mechanic, general house worker, meat cutter, and retail credit manager. All catalogs were developed utilizing the Vocational-Technical Education Consortium of States (V-TECS) uniform model. (The model is included in the appendices.) Another purpose of the project was to provide for the dissemination and diffusion of V-TECS Catalogs. Dissemination and diffusion activities were carried out utilizing the V-TECS Coordinator, a full time V-TECS inservice coordinator, and a slide/tape presentation designed for this purpose. (The narrator's script for the presentation is included in the appendices.) (Author/JH).

ED 174 831 CE 022 459

Bushnell, David S.

Education and Training: A Guide to Interinstitutional Cooperation. Final Report.

American Association of Community and Junior Colleges, Washington, D.C.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Contract—300760438

Note—341p

Pub Type—Reports—Descriptive (141). Reports—Research/Technical (143)

EDRS Price—MF01/PC14 Plus Postage

Descriptors—*Articulation Education, *Institutional Cooperation, *Regional Schools, *Success, *Vocational Education, *Vocational Schools, Case Studies, Community Colleges, Demonstration Programs, Interviews, National Surveys, Performance Criteria, Postsecondary Education, Program Descriptions, Program Evaluation, Research Reports

Locating and describing successful articulation efforts among postsecondary institutions in local communities was the goal of a joint study by the American Vocational Association and the American Association of Community and Junior Colleges. Nominations of community-based programs were solicited from state directors of vocational education and community colleges by mail. Two hundred and three nominations were received and were arranged by type of institution, geographical location, and eleven other key variables, e.g. per capita expenditures on education, governance structure of institutions. From the 203 nominations, a representative non-random sample of 22 locations was drawn up for two-day site visitations. Approximately 300 administrators, faculty, students, and community leaders were interviewed. Of the 22 sites visited, nine locations involving nine community colleges and five area vocational schools were judged to be practicing successful articulation when assessed against 10 criteria. Four major barriers to articulation—competing external expectations of special interest groups, sterotyped perceptions of programs and practices of other institutions, a trend toward providing a common set of educational services, and conflicting educational values—were overcome by the exemplary articulation sites by clarifying common goals, identifying areas of potential benefit through collaboration, and by initially articulating programs and practices which lent themselves to standardization of procedures. (Author/JH).

ED 174 832 CE 022 463

Automotive Mechanics Articulation. A List of Tasks for Industrial Arts, Trades & Industry and Community College Instruction.

Arizona State Univ. Tempe. Div. of Industrial Design and Technology

Spons Agency—Arizona State Dept. of Education, Phoenix

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Tests, Questionaires, Evaluation instruments (160)

EDRS Price—MF01/PC07 Plus Postage

Descriptors—*Articulation Education, *Auto Mechanics, *Community Colleges, *Industrial Arts, *Job Skills, *Trade and Industrial Education, Behavioral Objectives, Check Lists, Guides,

Postsecondary Education, Secondary Education, Task Performance

A list of twenty-six major categories of tasks to be accomplished by automotive mechanics students at the secondary level in industrial arts and/or trades and industry programs and at the postsecondary level in community college programs is provided. The twenty-six categories are as follow: accessories—air conditioning, accessories—heaters, chassis (electrical component servicing), starting system, charging system, battery, engine service (cooling system), engine tests, exhaust system, major engine service, minor engine service, valve train, power train (automatic transmission), clutch, drive line, final drive, standard transmission, brake service, steering, suspension, tune up (carburetion), ignition, emission control, fuel system, fuel injection, and evaluating and inspecting. Following this task list, which indicates the level and program at which the student should be able to accomplish the tasks, are three sections which list task objectives grouped in the program areas of industrial arts, trades and industry, and community college. Concluding the document is a checklist to record student task completion. Provided in the appendices are a one-page summary of the project conducted to develop this task list and a list of sources of instructional guides. (JH).

ED 174 833 CE 022 465

Long, Diana

Legal Secretary—Teacher's Guide. Competency Based Education Curriculum Guide.

Radio Corp. of America, Palo Alto, Calif. Education Systems. West Virginia State Vocational Curriculum Lab. Cedar Lakes

Spons Agency—West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC14 Plus Postage

Descriptors—*Competency Based Education, *Job Skills, *Office Occupations Education, *Secretaries, Bookkeeping, Clerical Occupations, Court Reporters, Criterion Referenced Tests, Filing, Occupational Information, Office Practice, Postsecondary Education, Receptionists, Teaching Guides, Typewriting

This instructor's guide is designed to be used as a reference and as an aid in implementing the companion volume, a competency based curriculum guide to train legal secretaries (legal stenographers, court reporters, or law reporters). Introductory sections describe briefly the methods of identification and validation of job titles and competencies on which the curriculum is based and outline the functions of the developmental committee. An outline of program organization (a list of seventy-nine competencies divided into eight modules, references for the five basic texts, and a fifty-one item equipment list are presented). Major contents consist of an instructor's sheet for each competency; each includes a summary of the equipment needed, a list of instructor responsibilities, and a summary and/or answers to the student criterion evaluation. The eight modules that the competencies are divided into are as follow: (1) occupational information, (2) receptionist duties, (3) clerical duties, (4) bookkeeping duties, (5) filing duties, (6) dictation and typing duties, (7) court documents, and (8) client documents. (LRA).

ED 174 834 CE 022 466

Legal Secretary—Student Material. Competency Based Education Curriculum.

Radio Corp. of America, Palo Alto, Calif. Education Systems. West Virginia State Vocational Curriculum Lab. Cedar Lakes

Spons Agency—West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Tests, Questionaires, Evaluation instru ments (160)

EDRS Price—MF01/PC19 Plus Postage

Descriptors—*Competency Based Education, *Job Skills, *Office Occupations Education, *Secretaries, Bookkeeping, Clerical Occupations, Court Reporters, Criterion Referenced Tests, Curriculum Guides, Filing, Learning Activities, Occupational Information, Office Practice, Postsecondary Education, Receptionists, Tests, Typewriting

Identifiers—West Virginia

This student manual is part of the competency based education curriculum for students training to be a legal secretary (or a legal stenographer, court reporter, or law reporter). The manual contains learning modules in eight areas: (1) occupational information, (2) receptionist duties, (3) clerical duties, (4) bookkeeping duties, (5) filing duties, (6) dictation and typing duties, (7) court documents, and (8) client documents. Within each module students are provided competency sheets (seventy-nine job competencies in all) and student handouts. Each competency sheet contains a competency statement, a performance objective, list of learning activities with references, and a criterion evaluation. Handout sheets contain information and practice exercises. The companion teacher's guide is available separately (see note). (LRA).

ED 174 835 CE 022 467

Supportive Services for Special Needs Students in Mainstreamed Vocational Programs. Final Report.

National Evaluation Systems, Inc. Amherst, Mass

Spons Agency—West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education

Pub Date—79

Pub Type—Reports—Descriptive (141). Tests, Questionaires, Evaluation instru ment s (160)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Ancillary Services, *Disadvantaged Youth, *Handicapped Students, *Mainstreaming, *Services, *Vocational Education, Postsecondary Education, Questionnaires, Secondary Education

Identifiers—West Virginia

A project was designed to develop guidelines which would give direction to local school personnel in the implementation of supportive services for the special needs population participating in regular vocational education programs. Following a literature search, telephone interview instruments were developed and administered to school administration and support personnel within selected West Virginia mainstreamed vocational programs. The purpose of the interviews was to determine supportive services provided as well as those needed among the programs and to identify problems and needed improvements in those services already being provided. Findings were reviewed by a task force of West Virginia vocational school specialists from across the state and a preliminary content outline was drafted: (1) vocational evaluation/remediation, (2) instructional support services, (3) guidance and counseling services, (4) job placement/follow-up services, and (5) special support services. The task force also reviewed the full working outline and the final draft. (The interview instruments for support personnel and administrators are appended. The product, "Supportive Services for Special Needs Students in Regular Vocational Programs," is available separately—see note). (LRA).

ED 174 836 CE 022 468

Supportive Services for Special Needs Students in Mainstreamed Vocational Education Programs: Guidelines for Implementation.

National Evaluation Systems, Inc. Amherst, Mass

Spons Agency—West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education

Pub Date—79

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Ancillary Services, *Disadvantaged Youth, *Handicapped Students, *Mainstreaming, *Services, *Vocational Education, Career Counseling, Costs, Educational Media, Employment Opportunities, Guidelines, Guides, Identification, Individualized Programs, Job Placement, Prevocational Education, Resource Centers, Student Characteristics, Teacher Role, Vocational Education Teachers, Vocational Followup

Identifiers—West Virginia

Designed for vocational instructors and local school administrative personnel, these guidelines suggest ways for improving the vocational education of mainstreamed special needs students by providing supportive services to best meet visually handicapped, orthepedically impaired, seriously emotionally disturbed, or learning disabled). The

first of six sections discusses the identification of and prescription for students with special needs. Section 2 relates instructional supportive services and the role of the vocational instructor. The third section expands upon the relationship of guidance and counseling services and the role of the vocational instructor. Section 4 discusses the identification of job opportunities, job placement, and follow-up services and the role of the vocational instructor. The fifth section describes corrective and other supportive services designed specifically for those students with physical related problems and supportive services available outside the local school. The final section describes funding provisions for excess costs involved in providing supportive services for special needs students in regular vocational education programs. A sample listing of out-of-school support agencies providing support to persons with disabilities is given. (LRA).

ED 174 837 CE 022 471

Lawrence, Layle D.

Exploring Agribusiness and Natural Resources. Competency Based Education Curriculum. Teacher's Guide.

West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Agribusiness, *Career Exploration, *Competency Based Education, *Natural Resources, *Occupational Information, *Prevocational Education, Agricultural Engineering, Animal Husbandry, Forestry, Horticulture, Job Skills, Junior High Schools, Plant Science, Resource Materials, Soil Science, Teaching Guides, Teaching Methods

This teacher's guide accompanies a competency-based, prevocational exploration curriculum in agribusiness and natural resources (CE 022 472). The teaching plan was designed to acquaint students with career opportunities in these fields and to expose them to a sample of skills required for success in the various related occupations. Approximately forty-five class periods are required to complete the exploration units, which were developed for use at eighth- and ninth-grade levels. Essential references, teaching aids, materials, and equipment are listed in this manual. Competency sheets are included for the following eight units covered by the curriculum: agricultural business; animal science; horticulture; agricultural products processing; plant science; soil science; agricultural mechanics; and natural resources. In addition, student competency sheets are included for an introductory unit and a unit on developing career plans. Each student competency sheet includes exploration area; occupational task; task competencies; student performance objective; suggested resources and procedures; and evaluation procedures. An overall evaluation checklist of the exploration experiences is found at the end of the instructional units, along with a list of fun activities and some sources for career information. (BM).

ED 174 838 CE 022 472

Lawrence, Layle D.

Exploring Agribusiness and Natural Resources. Competency Based Education Curriculum. Student Material.

West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Agribusiness, *Career Exploration, *Competency Based Education, *Natural Resources, *Occupational Information, *Prevocational Education, Agricultural Engineering, Animal Husbandry, Curriculum Guides, Forestry, Horticulture, Job Skills, Junior High Schools, Plant Science, Soil Science

This competency-based prevocational exploration curriculum in agribusiness and natural resources is divided into the following eight areas: agricultural business (sales); animal science (health and grooming); horticulture (grafting and budding); agricultural products (grading eggs); plant science (germination); soil science (soil acidity and alkalinity); agricultural mechanics (small engine maintenance); and natural resources (forestry measurements). The exercises in each area are designed to help the students explore their own interests and attitudes towards careers in these areas and experience some of the tasks that workers might be expected to perform. A teacher's guide (CE 022 471) accompanies this document. (BM).

ED 174 839 CE 022 478

Auto Body Repair—Teacher's Guide. Competency Based Education Curriculum.

Radio Corp. of America, Palo Alto, Calif. Education Systems. West Virginia State Vocational Curriculum Lab. Cedar Lakes

Spons Agency—West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Tests, Questionaires, Evaluation instru ments (160)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Auto Body Repairers, *Competency Based Education, *Job Skills, *Painting Industrial Arts, *Trade and Industrial Education, Answer Sheets, Criterion Referenced Tests, Curriculum Guides, Postsecondary Education, Repair, Skilled Workers

Identifiers—West Virginia

This instructor's guide is designed to be used as a reference and an aid in implementing the auto body repair curriculum for training auto body repairers, shop estimators, or auto painters. (See note regarding companion student materials.) Introductory sections describe briefly the methods of identification and validation of job titles and competencies on which the curriculum is based and describe the functions of the developmental committee. An outline of program organization (list of sixty-three competencies divided into eight modules), references for seven basic tests, and an equipment list are presented. Major contents consist of an instructor's sheet for each competency; each includes a summary of the equipment needed, list of instructor responsibilities, and a summary and/or answers to the student criterion evaluation. Competencies are divided into the following eight modules: (1) occupational information, (2) trim and accessories, (3) glass, (4) painting and refinishing, (5) metal work, (6) body alignment, (7) frame work, and (8) estimating. (LRA).

ED 174 840 CE 022 479

Auto Body Repair—Student Material. Competency Based Education Curriculum.

Radio Corp. of America, Palo Alto, Calif. Education Systems. West Virginia State Vocational Curriculum Lab. Cedar Lakes

Spons Agency—West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Tests, Questionaires, Evaluation instru ments (160)

EDRS Price—MF01/PC08 Plus Postage

Descriptors—*Auto Body Repairers, *Competency Based Education, *Job Skills, *Painting Industrial Arts, *Trade and Industrial Education, Criterion Referenced Tests, Curriculum Guides, Learning Activities, Occupational Information, Postsecondary Education, Tests

Identifiers—West Virginia

This student manual is part of the competency based education curriculum for students training in auto body repair. The manual contains learning modules in eight areas; (1) occupational information, (2) trim and accessories, (3) glass, (4) painting and refinishing, (5) metal work, (6) body alignment, (7) frame work, and (8) estimating. Within each module students are provided competency sheets (sixty-three job competencies in all) which contain a competency statement, performance objective, a list of learning activities with references, and a criterion evaluation. (LRA).

ED 174 841 CE 022 480

McCann, Edward W.

Tractor Mechanic—Student Material. Competency Based Education Curriculum.

Virginia Polytechnic Inst. and State Univ. Blacksburg. West Virginia State Vocational Curriculum Lab. Cedar Lakes

Spons Agency—West Virginia State Dept. of Education, Charleston.

Bureau of Vocational, Technical, and Adult Education
Pub Date—78
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC12 Plus Postage
Descriptors—*Agricultural Machinery Occupations, *Competency Based Education, *Job Skills, *Learning Activities, *Mechanical Skills, *Occupational Information, Curriculum Guides, Tractors

Developed to assist vocational agricultural mechanics students in learning to be tractor mechanics, this curriculum guide contains all the student competency sheets which comprise this competency-based curriculum. These competency sheets are categorized under sixteen instructional units. The first two units cover employment opportunities and general skills. The remaining fourteen units include the job competencies involved in servicing and maintaining the following elements: storage battery; ignition circuit; cooling systems; charging circuit; starting circuit; gasoline fuel system; diesel fuel system; basic engines; lubrication system; clutches; hydraulics; powertrain; differentials; and final drive. Each competency sheet provides a performance objective, performance guide, learning activities, supplemental reading, and criterion evaluation. (BM).

ED 174 842 CE 022 481

McCann, Edward W.
Tractor Mechanic—Teacher's Guide. Competency Based Education Curriculum.
Virginia Polytechnic Inst. and State Univ. Blacksburg. West Virginia State Vocational Curriculum Lab. Cedar Lakes
Spons Agency—West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education
Pub Date—78
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Agricultural Machinery Occupations, *Competency Based Education, *Job Skills, *Mechanical Skills, *Teaching Methods, Agricultural Education, Teaching Guides, Tractors, Vocational Education

This teacher's guide is designed to accompany the Tractor Mechanic Competency Based Education (CBE) Curriculum (CE 022 480). The following information is included: a discussion of the uses of the Tractor Mechanic CBE curriculum; definitions of related terms; the table of contents for the Tractor Mechanic CBE curriculum; a list of competencies by job title; the self-tests which accompany selected student competency sheets; a tool list; and a list of references to accompany the curriculum. (BM).

ED 174 843 CE 022 482

Student Material for Competency-Based Education Curriculum for Nursing Assistant. Second Edition.
Associated Educational Consultants, Inc. Pittsburgh, Pa. West Virginia State Vocational Curriculum Lab. Cedar Lakes
Spons Agency—West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Competency Based Education, *Job Skills, *Nurses Aides, *Occupational Information, *Performance Tests, *Vocational Education, Curriculum Guides, Dental Assistants, Human Relations, Learning Activities, Medical Assistants, Medical Services

This second edition of the Nursing Assistant Competency-Based Education (CBE) Curriculum contains the curriculum units and related student guidelines and instructional materials. A discussion of how to use this curriculum precedes the table of contents. The curriculum is divided into twenty-eight units. The first three units include instructional modules on employment opportunities, human relations, and charting/reporting/recording patient information. The next twenty-five units are organized under the following categories: maintaining a clean, safe environment; caring for the personal needs of patients; assisting with nutrition and elimination needs of patients; assisting with treatments and procedures; coordinating and communicating; medical and surgical asepsis; caring for the terminal patient; and administering emergency treatments. Each unit contains instructional modules which are made up of several closely-related tasks. Each module contains a student competency sheet (SCS) for each task included in that module. The SCS is divided into three sections: a performance checklist, a competency-based test, and learning activities. Some student competency sheets have extra pages which supplement the text with further information or provide self-check tests. A teacher's guide (CE 022 483) accompanies this document. (BM).

ED 174 844 CE 022 483

Teacher's Guide for Competency-Based Education Curriculum for Nursing Assistant. Second Edition.
Associated Educational Consultants, Inc. Pittsburgh, Pa. West Virginia State Vocational Curriculum Lab. Cedar Lakes
Spons Agency—West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC07 Plus Postage
Descriptors—*Competency Based Education, *Job Skills, *Nurses Aides, *Performance Tests, *Teaching Methods, *Vocational Education, Curriculum Guides, Dental Assistants, Instructional Materials, Medical Assistants
Identifiers—West Virginia

This teacher's guide is designed to accompany the Nursing Assistant Competency-Based Education (CBE) Curriculum which is based on a survey of current practices in West Virginia and a neighboring labor market determining the tasks actually performed by people employed as nursing assistants. The guide is divided into eight major sections. Section 1 presents an explanation of the curriculum and suggested guidelines for use. Section 2 contains definitions of important terms. Section 3 provides a list of competencies organized by the following job titles: nursing assistant/orderly/home health aide; child-care attendant, school; occupational therapy aide; physical therapy aide; psychiatric aide; dental assistant/medical assistant; and licensed practical nurse. Section 4 includes a table of contents for the curriculum units (CE 022 482). Unit tests and answer keys are found in section 5, and a list of references to accompany the curriculum is found in section 6. Section 7 provides the equipment and supply lists. Finally, section 8 contains two appendixes: (1) information on tasks currently performed and the equipment used as determined from the validation survey, and (2) lists of curriculum aids currently used in West Virginia Nursing Assistant programs. (BM).

ED 174 845 CE 022 485

Banathy, Bela H. Stigliano, Anthony
A Model for an Instructional Leadership Development Program in Generic Work Skills Curriculum.
Far West Lab. for Educational Research and Development, San Francisco, Calif
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Pub Type—Reports—Descriptive (141). Guides/Methods/Techniques—Non-Classroom Use (055)
EDRS Price—MF01/PC06 Plus Postage
Descriptors—*Group Dynamics, *Leadership Training, *Teachers, *Vocational Education, Interpersonal Competence, Program Descriptions, Program Guides, Social Relations, Trainers
Identifiers—Generic Work Skills, Instructional Leadership Development Program

This document is one in a set of four documents which present a personnel development program aimed at improving the competence of instructional leaders in planning and implementing curricula in generic work skills. (Generic work skills are defined as those skills that facilitate the operation of goal-oriented groups involved in the accomplishment of specific tasks that require cooperative interaction among the members of the group.) Divided into seven parts, this document describes the model of the Instructional Leadership Development (ILD) program and contains the specifications for the two instructional development modules and the program implementa-

tion. An introduction provides an overview of the ILD model and discusses the relationship between the ILD model and the ILD program. Part 1 presents the program rationale and purpose. Part 2 discusses the behavioral characterization; or that is, the behaviors that are to be acquired by the teacher or instructional leader. In part 3, the target groups for professional leadership development in the generic work skills curriculum are identified, specifying that a priority group be vocational education personnel. Part 4 presents the curriculum structure of the ILD program, including the curriculum domain and organizing concepts. Parts 5-7 present specifications for the curriculum content of the ILD program in generic work skills, specifications for the generic work skills curriculum management, and specifications for the ILD program implementation. (BM).

ED 174 846 CE 022 487

Banathy, Bela H.

Instructional Leadership Development for Generic Work Skills Curriculum Orientation Guide.

Far West Lab. for Educational Research and Development, San Francisco, Calif

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Curriculum Development, *Group Dynamics, *Leadership Training, *Teachers, *Vocational Education, Cooperation, Interpersonal Competence, Program Guides, Skill Development, Social Relations

Identifiers—Generic Work Skills, Instructional Leadership Development Program

This document is one in a set of four documents which present a personnel development program aimed at improving the competence of instructional leaders in planning and implementing curricula in generic work skills, especially in vocational education. (Generic work skills are defined as those skills that facilitate the operation of goal-oriented groups involved in the accomplishment of specific tasks that require cooperative interaction among the members of the group. Divided into two parts, this document contains the orientation guide to the Instructional Leadership Development (ILD) program. Part 1 provides an overview of the rationale and purpose for a generic work skills curriculum. Part 2 describes the ILD program, covering the following elements: guiding perspectives; a definition of the ILD model; the relationship between the ILD model and the ILD program; descriptions of the main components of the program; and a description of the program resources. (BM).

ED 174 847 CE 022 488

Banathy, Bela H. And Others

Instructional Leadership Development for Generic Work Skills Curriculum. Module 1: Foundations.

Far West Lab. for Educational Research and Development, San Francisco, Calif

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC07 Plus Postage

Descriptors—*Group Dynamics, *Leadership Training, *Teachers, *Vocational Education, Cooperation, Interpersonal Competence, Social Relations

Identifiers—Generic Work Skills, Instructional Leadership Development Program

This document is one of a set of four documents which present a personnel development program aimed at improving the competence of instructional leaders in planning and implementing curricula in generic work skills, especially in vocational education. (Generic work skills are defined as those skills that facilitate the operation of goal-oriented groups involved in the accomplishment of specific tasks that require cooperative interaction among the members of the group. Divided into two parts, this document contains a learning module which presents the foundation curriculum of the Instructional Leadership Development Program (ILD). A brief introduction provides an overview of the module and definitions of key terms. Part one presents background information and theory concerning human groups, including descriptions of different types of groups, how groups function, and leadership within groups. An application exercise on group analysis is included at the end of part one. Part two presents background information and theory concerning generic work skills, including identification and assessment of generic work skills, and the definition and description of related competencies. An application exercise concerning generic work skills is included at the end of part two. References and related materials are appended. (BM).

ED 174 848 CE 022 489

Banathy, Bela H. And Others

Instructional Leadership Development for Generic Work Skills Curriculum. Module 2: Curriculum Planning, Implementation, and Evaluation.

Far West Lab. for Educational Research and Development, San Francisco, Calif

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Curriculum Development, *Group Dynamics, *Leadership Training, *Teachers, *Vocational Education, Cooperation, Interpersonal Competence, Program Development, Program Evaluation, Social Relations

Identifiers—Generic Work Skills, Instructional Leadership Development Program

This document is one in a set of four documents which present a personnel development program aimed at improving the competence of instructional leaders in planning and implementing curricula in generic work skills, especially in vocational education. (Generic work skills are defined as those skills that facilitate the operation of goal-oriented groups involved in the accomplishment of specific tasks that require cooperative interaction among the members of the group.) Divided into three parts, this module is designed (1) to provide guidelines and a framework for implementing a generic work skills curriculum into the classroom curricula or educational program; (2) to help the user acquire the instructional management skills needed to teach generic work skills; and (3) to help the user adapt the curriculum to the needs and constraints of his/her situation. Each section is organized so that the guidelines and a framework are presented first and then an application exercise. A self-evaluation activity is included at the end of the module. (BM).

ED 174 852 CE 022 556

Spotts, Robert And Others

Evaluation of the Greenhouse Program 1977-78. Experience-Based Career Education.

Far West Lab. for Educational Research and Development, San Francisco, Calif

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Reports—Evaluative/Feasibility (142). Tests, Questionaires, Evaluation instru ments (160)

EDRS Price—MF01/PC10 Plus Postage

Descriptors—*Experiential Learning, *High School Students, *Program Effectiveness. *School Community Relationship, *Vocational Maturity, Academic Achievement, Basic Skills, Career Education, Dropout Prevention, Parent Attitudes, Potential Dropouts, Questionnaires, School Holding Power, Student Attitudes

Identifiers—Experience Based Career Education

A cooperative effort between the Rockville Centre Free Union School District and the Far West Laboratory evaluated the implementation and outcomes of Greenhouse, an alternative high school program using the experience based career education (EBCE) curriculum. Evaluation criteria included four process objectives and the following student learning objectives: (1) improving reading, writing, quantitative, oral communication and interpersonal skills; (2) improving attitudes toward career planning, learning and education; (3) increasing career-related self awareness; (4) increasing career planning involvement; (5) acquiring career-related information; (6) increasing

career decision making ability; and (7) increasing self-reliance. Pretest and posttest data were gathered from an experimental group, comparison group, and self-selected group of students. In addition, information in student files, administrative records, and opinion surveys sent to parents and resource persons were used in evaluating the program. Findings indicated that twenty-two out of twenty-five seniors enrolled in Greenhouse graduated and that some preset criteria were achieved for all but one of the student learning objectives. In addition, both parent and students were found to be strong supporters of the program. (A description of the Far West Laboratory, EBCE model, a sample learning activity packet, and the evaluation instruments are appended.) (LRA).

ED 174 853 CE 022 562

Phelps, L. Allen Batchelor, Laurie J.

Individualized Education Programs (IEPs): A Handbook for Vocational Educators.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—79

Contract—300-78-0032

Note—48p

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Educational Programs, *Handicapped Students, *Individualized Instruction, *Vocational Education, Administrator Guides, Informal Assessment, Models, Program Development, Program Evaluation, Referral, Student Evaluation, Student Placement

An overview of individualized education program (IEP) requirements and procedures and a process model for formulating and implementing IEPs are presented in this handbook which was designed for use by vocational education teachers, administrators, and counselors. The first section briefly discusses IEPs as a central focus of Public Law 94-142, the key concepts of an IEP, cooperative planning in the development and implementation of an IEP, and the levels of IEP development. The second major section outlines the activities that vocational educators engage in at various points in the preparation and implementation of an IEP. Steps in the process model discussed include the following: referral of students, informal data collection, evaluation, sharing assessment information, placement decisions, developing and writing the IEP, implementing and monitoring the IEP, and IEP evaluation. The appendices contain a sample IEP and definitions for thirteen terms related to IEPs. (JH).

ED 174 854 CE 022 563

Verheyden-Hilliard, Mary Ellen

Reducing Sex Stereotyping in Career Education: Some Promising Approaches to Persistent Problems.

Verheyden & Associates, Washington, D.C.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date—79

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Pub Type—Information analyses/State-of-the-Art Materials (070). Reports—Descriptive (141)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Career Education, *Educational Improvement, *Educational Strategies, *Sex Discrimination, *Sex Fairness, *Sex Stereotypes, Elementary Secondary Education, Guidelines, Program Descriptions, State of the Art Reviews

This document reports the findings of a study undertaken to gather information about successful project approaches to the reduction of sex-role stereotyping in career education, K-12. (The study included for review all of the projects aimed at reducing sex-role stereotyping in career education which were directly funded by the Office of Career Education during its first three funding cycles, 1975-1977. Additional projects were selected for review from other federal and non-federal agencies.) The projects which are included in this document were selected because each offers in one or more of its approaches ideas of value to the practitioner and because analysis of their "problems," if there were any, provides insight on how to develop promising approaches to sex fair career education. This document is divided into three sections. Section 1 provides a state of the art review on the topic of sex equity and career education. Section 2 describes some general approaches to persistent problems, such as achieving equity in the classroom environment, involvement of parents, developing career education materials, and compiling a bibliography or resource list. The last section contains descriptions of thirty projects which can assist career educators in their attempts to reduce sex-role stereotyping. The description of each project includes the following elements: name and address of contact person; materials produced and/or available; abstract of project activities; setting; target population; and funding source. (BM).

ED 174 855 CE 022 570

Small Business Ownership Management Entrepreneurship. A Model for Vocational Education Program Development in Entrepreneurship.

Arkansas Univ. Fayetteville

Spons Agency—Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF06/PC35 Plus Postage

Descriptors—*Administration, *Business Education, *Business Skills, *Financial Support, *Recordkeeping, Adult Education, Business Cycles, Curriculum Guides, Financial Needs, Guides, Home Management, Human Relations, Insurance Occupations, Marketing, Money Management, Office Management, Personnel Management, Postsecondary Education, Secondary Education, Taxes, Vocational Education

Identifiers—Entrepreneurship, Small Business

This guide for instruction in the basics of entrepreneurship is intended for use in adult education programs, and secondary and postsecondary business education programs. It can be used as integrative material for all vocational-technical programs as well, since it provides a beginning point for those who are interested in self-employment and for those who are self-employed and wish to improve their businesses. Twelve topical areas are presented in alphabetical order: (1) Business Financing; (2) Business Financial Planning; (3) Business Outlook; (4) Financial Records Management; (5) Human Relations and Its Effect on Personal and Business Life; (6) Insurance; (7) Modern Marketing for Small Businesses; (8) Paperwork Management; (9) Personal and Family Financial Management; (10) Personnel Management in Small Businesses; (11) Porperty Management; and (12) Taxation and Tax Planning. Each unit contains most of the following instructional elements: unit objectives, suggested activities, instructional materials, information sheets, assignment sheets, tests, and answer sheets. (BM).

ED 174 856 CE 022 577

Hensley, James

Affecting Work Attitudes, Work Habits, and Employability Skills of the Rural Vocational Learner. Final Report.

Montgomery County Board of Education, Mount Sterling, Ky

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education

Pub Date—79

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Attitude Change, *Job Skills, *Rural Education, *Training, *Vocational Education, *Work Attitudes, Behavior Change, Career Planning, Economics, Industry, Postsecondary Education, Rural Dropouts, Rural Population, Rural Youth, Secondary Education, Values, Vocational Maturity

Identifiers—Employability Skills, Work Values Inventory

Based on a survey of seventeen Kentucky industries which revealed common problems of the rural worker, this project attempted (1) to design and field test a vocational development program that will increase the knowledge base concerning the economics of industry in the rural vocational student and (2) to design and field test a curriculum component that will affect the employability skills, the work attitudes,

and habits of the rural learner in an industrial setting. A research and control group each contained ten secondary students, ten high school dropouts enrolled in a Comprehensive Employment and Training Act (CETA) Industrial Training Project, and ten postsecondary students employed in industry. Two pretest and posttest instruments dealing with developing a vocational plan, work habits, the economics of industry, and fifteen work values areas were administered. The research group participated in classroom training on vocational planning, work habits, and the economics of industry. Posttest findings indicated that the factory workers increased in the areas of maturity, security, and supervisory relations. Among the CETA students improvements were made in all fifteen areas of creativity and economic return, and intellectual stimulations. (The locally developed survey instrument and pretest-posttest comparison charts are appended.) (LRA).

ED 174 857 CE 022 587

Farmer, Edgar I.

Pedagogical Competencies: Instructional Alternatives for Vocational Teachers Serving the Disadvantaged. Executive Summary.

Temple Univ. Philadelphia, Pa. Div. of Vocational Education

Pub Date—79

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Administrator Attitudes, *Disadvantaged Youth, *Nontraditional Education, *Teacher Attitudes, *Teaching Skills, *Vocational Education Teachers, Comparative Analysis, Inner City, Research Reports, Vocational Education

Designed to identify pedagogical competencies that meet the needs of those teaching inner city disadvantaged youth, this study focused on the relationship between the competencies identified as very important by vocational administrators and those identifed as very important by teachers. In addition, the study identified possible instructional alternatives that might be implemented in the curriculum to increase a teacher's success. Ninety vocational administrators and 150 vocational teachers in Pennsylvania made up the sample. All respondents were asked to rate and rank three groups of competencies (execution of instruction, interpersonal and group relations, and classroom management), and administrators were asked to suggest instructional alternatives. Findings indicate that administrators felt the competencies were more important than the teachers did and that male and female teachers differed on their views. In the area of execution of instruction, teachers ranked ability to perceive the world from the students point of view as the highest competency. Among the instructional alternatives suggested by vocational administrators was to use student leaders and other community resources to increase the teachers' ability to perceive the world from the students' point of view. Administrators suggested teachers use role-playing to encourage students to speak out freely. Counseling activities were widely cited as activities that would enhance the attainment of the competencies. (Recommendations for practice and further research are appended.) (LRA).

ED 174 859 CE 022 606

Waterworks Operator Training Manual.

Missouri Univ. Columbia. Instructional Materials Lab

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Missouri State Dept. of Natural Resources, Jefferson City. Northeast Missouri State Univ. Kirksville

Pub Date—79

Available from—Instructional Materials Laboratory, University of Missouri-Columbia, 10 Industrial Education Building, Columbia, Missouri 65211 ($10.00 per copy)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF03 Plus Postage. PC Not Available from EDRS

Descriptors—*Instructional Materials, *Job Training, *Utilities, Administration, Chemical Analysis, Chemistry, Electricity, Hydraulics, Inservice Education, Job Skills, Learning Modules, Mathematics, Microbiology, Public Relations, Safety, Technical Education, Water Resources

Identifiers—Chlorination, Cross Connections, Pumps, Waterworks Operators

Sixteen self-study waterworks operators training modules are provided. Module titles are the following: basic mathematics, basic chemistry, analysis procedures, microbiology, basic electricity, hydraulics, chlorination, plant operation, surface water ound water, pumps, cross connections, distribution systems, safety public relations, and management. Each module generally includes a list of performance objectives, module pretest with answer key, information sections, self-tests for each section with answer keys, and a post evaluation with answer key. (Author).

ED 174 860 CE 022 621

World Foods—Regional and American Foods. Instructor's Guide.

Missouri Univ. Columbia. Instructional Materials Lab

Pub Date—79

Available from—Instructional Materials Laboratory, University of Missouri-Columbia, 10 Industrial Education Building, Columbia, Missouri 65211 ($4.00)

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*American Culture, *Answer Keys, *Eating Habits, *Foods Instruction, * *Geographic Regions, *Tests, Cooking Instruction, Home Economics, Teaching Guides, Worksheets

Identifiers—United States

Three units of study on the American cuisine and regional American foods are provided in this teaching guide designed for use in home economics and world food classes. The first unit focuses on the historical development of the American cuisine and some of its distinguishing features. The second and third units focus on the eastern and western parts of the country, respectively. Each unit generally includes a list of objectives, suggested teacher activities, information sheets, assignment sheet(s) with answer key(s), job sheet(s), transparency masters, and a unit test with answer key. (JH).

ED 174 861 CE 022 628

Miller, Melvin D. Ed. And Others

Imperatives in Vocational Education.

Tennessee Univ. Knoxville. Dept. of Vocational-Technical Education

Pub Date—79

Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120). Collected Works—General (020)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Articulation Education, *Cost Effectiveness, *Human Relations, *Older Adults, *Teacher Educators, *Vocational Education, Adult Education, Educational Planning, Essays, Job Satisfaction, Postsecondary Education, Productivity, Secondary Education, Work Attitudes

Six articles on issues in vocational education are presented in this booklet. The first article, "A Need for Articulation in Vocational Education," by Joseph Semak, discusses different approaches to the problem of articulation. Ruth Volz, in "Vocational Education for Our Ageless Society," examines the need for developing programs and training to meet the unique needs of older Americans. The third article, by Betty Smith, is entitled "The Meaning of Work: Past, Present, and Future with Implications for Education". Next, "The Vocational Teacher Educator—An Endangered Species? ", by Vickie Johnson Brown, examines the need for appropriate measures to be taken to assure the credibility and reliability of the teacher educators in meeting vocational needs in America. The fifth article, "Human Relations Versus Productivity—A Vocational Education Issue," by Ruth Richardson, discusses the relationship between human relations, competence, and productivity. The last essay, "Benefit/Cost Analysis," by Virginia Hatch, discusses this approach as a part of the decision-making element of educational planning. (JH).

ED 174 862 CE 022 633

Howard, Ronald

Vocational Education of the Handicapped Youth—State of the Art. A NASBE Report.

National Association of State Boards of Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Pub Type—Information analyses/State-of-the-Art Materials (070). Numerical/Quantative data (110)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Handicapped Students, *Needs Assessment, *Policy Formation, *Vocational Education, Agency Cooperation, American Indians, Certification, Delivery Systems, Educational Finance, Minority Groups, Personnel, Program Effectiveness, Program Evaluation, Secondary Education, State of the Art Reviews, Tables Data, Teacher Education

A number of policy questions has emerged as a result of various efforts to improve special education and vocational education services to handicapped students at the secondary level through linkages among general education, special education, and vocational education. These questions reflect recent research findings which demonstrate that the percentage of handicapped adults represented in the work force is far less than the percentage of nonhandicapped adults. Contributing factors include the following: a perceived decline in the number of handicapped students receiving special education services at the secondary level; severe shortages of personnel who are trained in both special education and vocational education; limited vocational education programs and service delivery options; and a limited funding base. The overriding questions are whether education can become more responsible to the overall needs of handicapped youth and how to determine the most effective means of accomplishing that objective. An analysis of the needs assessment data from four states has identified six issues as most clearly reflecting the state of the art for vocational education of handicapped youth: (1) interagency cooperation, (2) personnel preparation, (3) funding, (4) service delivery/program options, (5) program evaluation, and (6) services to Native Americans and other minority handicapped youth. (Author/JH).

ED 175 997 CE 017 113

Sherrell, Eugene G.

Comparison of Reading Readiness of Vocational-Technical Student and the Success Attained in These Courses. Final Report.

Southwest Missouri State Univ. Springfield

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City

Pub Date—78

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*High School Students, *Instructional Materials, *Readability, *Reading Ability, *Vocational Education, Readability Formulas, Reading Difficulty, Reading Level, Reading Research, Research Reports

Identifiers—Dale Chall Readability Formula, Fry Readability Formula, Missouri, Nelson Denny Reading Test

A Missouri study was conducted to investigate the reading abilities of the average vocational technical student to determine if this reading ability was commensurate with the material the student was assigned to read, and to compare the effectiveness of the reading ability to success in completing a vocational course of study. In order to secure the data from the area vocational schools of this study, the Nelson-Denny Reading Tests were given, textbooks used in the classes were measured for readability with the Dale-Chall and Fry formulas, the individual instructors were interviewed regarding methods of teaching poor readers, and final grades students made in the courses were obtained. Major conclusions include the following: (1) most students enrolled in vocational technical courses are unable to read to their level of grade attainment; (2) the textbooks students are assigned to read are written on a readability level of from one to seven grades above their reading ability; and (3) teachers are required by necessity to give most instruction on a one-to-one basis with numerous visual aids and demonstrations. Two of the recommendations made include the following: a reading class or reading type of assignment should be provided at every grade level of the school to improve students' reading skills, and publishers should provide more text material written on the reading level of the students that will be reading the books. (Author/JH).

ED 176 001 CE 017 691

Cosgrove, Glenna Moore, Harold W.

Competency Based Competitive Events. Integrating DECA into the DE Instructional Program.

Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education. Arkansas Univ. Fayetteville

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Competition, *Cooperative Education, *Distributive Education, *Experiential Learning, *Learning Activities, Administration, Communications, Competency Based Education, Fashion Industry, Food Service Occupations, Guides, Human Relations, Marketing, Mathematics, Merchandising, Producer Services, Retailing, Sales Occupations

Identifiers—Distributive Education Clubs of America

Designed to be integrated into a competency-based distributive education program, these competitive DECA (Distributive Education Clubs of America) events were developed, utilized, and evaluated by distributive education and cooperative education coordinators in Arkansas. These events are organized under the following occupational categories: food service; apparel and accessories; general merchanise; and food marketing. They are further divided into instructional areas under each occupational category. The instructional areas covered include selling, display, human relations, communication, mathematics, produce and service technology, advertising, management, operations, and merchandising. Competencies to be tested, objectives, and a brief description are provided for each event, along with instruction sheets for staff, students, customers, and judges. A final evaluation sheet is also included. (BM).

ED 176 002 CE 017 881

Willis, Margaret L.

The Organization of Household Work and Role Problems for Employed Women and Men.

Pub Date—79

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Employed Women, *Family Relationship, *Role Conflict, *Sex Role, Adjustment to Environment, Attitudes, Comparative Analysis, Females, Males, Research Reports, Role Perception, Sex Differences, Work Attitudes

Identifiers—Housework

A study examined the relationship between household work and those role problems which employed women experience to a greater extent than employed men. The research was based on an analytical model of the relationships between (1) three independent variables (personal attitudes, household work, and others' attitudes toward the individual's job) and (2) those role problems experienced to a greater extent by career women than by career men (career problems, family relationships, and personal adjustment). To test the model a statewide survey (Washington) was administered in the Department of Social and Health Services to 446 males and females at mid-administrative levels and above, matched by division and job title. Based on 80% response, about 30% of all role problems (less than expected) were found to be experienced to a greater degree by career women than career men. Household work was the only independent variable to be linked to the greater role problems experienced by women than by men. The areas where the participation in household work was an intermediate link between female sex and greater role problems were these: spouse job location as a problems for own career, traditional female domestic task inadequacy, and personal role problems. Greater problems in each area is one consequence of spending more time on household work. (Results of the multiple regression tests and suggestions for subsequent research are included.) (JT).

ED 176 003 CE 018 235

Williams, Michael J. Ed

A Curriculum Guide for Industrial Arts in the Elementary School.

Central Connecticut State Coll. New Britain

Pub Date—77

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Career Education, *Curriculum Enrichment, *Industrial Arts, *Learning Activities, *Student Projects, Curriculum Guides, Educational Objectives, Elementary Education, Instructional Materials, Special Education, Teacher Workshops

Materials in this curriculum guide are designed to provide regular

and special education instructors at the elementary school level as well as the industrial arts specialist-consultants with industrial arts activities to be used to enrich the elementary school curriculum. Topics in the guide include the following: a definition and a philosophy for the inclusion of industrial arts activities at the elementary school level; general goals for both the elementary school and industrial arts in the elementary school; objectives to stress with special needs students; ways of integrating industrial arts into the elementary school curriculum; and the implementation of career education through elementary school industrial arts activities. A major portion of the guide consists of projects and activities by grade level (K-6). Each project includes behavioral objectives, developmental tasks, integration of the project with other subject areas, how the project facilitates career education, a bill of materials, tools needed, and working drawings. Information sheets for use in an inservice workshop for elementary school teachers, layouts of sample facilities for conducting elementary school industrial arts activities, a suggested tool list, and an annotated bibliography are also included. (Author/JH).

ED 176 007 CE 018 691

Halverson, Homer And Others

Job Opportunities Forecast for Washington State, 1974 to 1985. Summary of Findings. Third Edition.

Human Resources Planning Inst. Inc. Seattle, Wash

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. Washington State Commission for Vocational Education, Olympia

Pub Date—78

Pub Type—Reports—Research/Technical (143). Numerical/Quantative data (110)

EDRS Price—MF01/PC10 Plus Postage

Descriptors—*Employment Opportunities, *Employment Projections, *Employment Statistics, *Statewide Planning, *Vocational Education, Educational Planning, Employment Patterns, Labor Economics, Labor Turnover, Program Development, Research Reports, Tables Data

Identifiers—Occupational Education Forecasting System, Washington

Divided into five parts, this document presents the projections of the Job Opportunities Forecast for the Washington State Labor Market through 1985. (A separate document, CE 018 690, discusses the methodology behind the forecasts.) Part 1, which serves as an introduction, describes the occupational information presented in the forecast and lists the forecast objectives. A summary of the material contained in the remainder of this report concludes the introduction. Part 2 includes the following information: a description of the Occupational Education Forecasting System; the background and evolution of this system; an overview of the methodology and data base; and limitations of the forecast's results. Part 3 presents the highlights of this report. There is a section which assists the reader in interpreting the detailed results presented in part 4; and a section comparing the current edition of the forecast with previous editions is also included. Part 3 concludes with a summary analysis of the detailed forecast. The detailed results found in Part 4 are presented in five categories: current vocational education programs; potential/emerging vocational education programs; professional education programs; forecast summary and references to other educational programs. Job opportunties, employment levels, and replacement rates are provided for each program. Appended are reports of the economic outlook used by the Washington State Department of Revenue and of occupational trends prepared by the Washington State Employment Security Department. (BM).

ED 176 008 CE 018 695

Planning Model for Vocational Education.

Young (Arthur) and Co. Portland, Oreg

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—76

Pub Type—Reports—Descriptive (141). Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Educational Planning, *Fundamental Concepts, *Policy Formation, *Program Development, *Statewide Planning, *Vocational Education, Definitions, Guidelines, Models, Success

Providing state agencies involved in vocational education with a clear picture of their responsibilities, this document presents guidelines for developing vocational education state plans. The first section reviews basic planning concepts and terminology. The focus of this review is on delineation of the policy (strategic) planning and operation planning processes and the functions associated with each. Section 2 presents a definition of the Commission for Vocational Education mission as well as the logic supporting that definition. In general, the mission is shown to relate almost exclusively to the policy planning portion of the process; the operational planning portion of the process is recognized as the purview of the individual agencies. Following the mission statement is a compilation of some of the fundamentals that are important to the success of the planning process. The remaining material details the procedures, tasks, and calendar which are needed to actually accomplish policy planning. This work plan is intended to serve two purposes: (1) it specifies products to be generated and general methodologies on how they could be developed; and (2) it provides benchmarks for measuring progress in the planning process. (BM).

ED 176 009 CE 019 133

Stewart, Ellen A. Colby, Pamela G.

A Prescriptive Catalog of Instructional Materials Recommended for Use in the Job Survival Skills Program of the California Youth Authority.

American Institutes for Research in the Behavioral Sciences, Los Angeles, Calif

Spons Agency—California State Dept. of the Youth Authority, Sacramento.

Pub Date—77

Pub Type—Reports—Research/Technical (143). Reference Materials—Bibliographies (131)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Delinquency, *Evaluation Criteria, *Instructional Materials, *Job Skills, *Media Selection, Annotated Bibliographies, Curriculum Development, Evaluation Methods, Information Seeking, Research Reports

Identifiers—California State Dept of the Youth Authority

A project was conducted to collect, summarize, and evaluate instructional materials for use in the job survival skills program of the California Youth Authority. The materials sought were those which focused on any or all of eight general skill categories within the scope of job survival (e. g. seeking a job, maintaining a job). Two methods of searching for and collecting materials were used: (1) identification and contact of 180 commercial publishers of career education materials, and (2) a nomination form, which is sent to state agencies responsible for processing and rehabilitation of youth offenders, asking for the nominations of job survival programs, methods, and materials. The materials received were reviewed by the use of a criterion checklist. (Included in the document is a list of all materials submitted for review and evaluation and the annotations of recommended materials scoring fifty-five points or more on the checklist. The criterion checklist is contained in the appendices). (JH).

ED 176 010 CE 019 147

Wiederanders, Mark And Others

Teachers Guide (Modules 1-5) for the Job Survival Skills Curriculum.

California State Dept. of the Youth Authority, Sacramento

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Delinquency, *Interpersonal Competence, *Job Application, *Job Skills, *Motivation, *Vocational Interests, Behavioral Objectives, Employment Interviews, Job Search Methods, Learning Modules, Lesson Plans, Occupational Information, Persistence, Records Forms, Teaching Guides, Vocational Adjustment

Identifiers—California State Dept of the Youth Authority

Designed for use with youth offenders, this teacher's guide contains five modules on job survival skills. The module titles include the following: (1) motivation/orientation to job survival skills, (2) matching values, skills, and interests to jobs, (3) job seeking skills, (4) job

getting skills, and (5) job maintaining skills. the first part of the guide lists the student performance objectives for each module. The second part contains module performance record sheets to be used to record student achievement of each module's performance objectives. The third part provides daily lesson plans (three to twenty days for each module). In addition to the lesson plans, a list of materials and equipment needed, performance objectives, teacher preparation activities, and handouts (e. g. worksheets) are provided. (JH).

ED 176 011 CE 019 178

Wiederanders, Mark R. And Others

Job Survival Skills of Youthful Offenders: A Needs Assessment and Curriculum Development Project. Final Report.

California State Dept. of the Youth Authority, Sacramento

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Contract—G007604319

Note—113p. ; Some appendix pages will not reproduce well due to small, broken type; For related documents see CE 019 133 and CE 019 147

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Curriculum Development, *Delinquency, *Job Skills, *Needs Assessment. Educational Needs, Employment Interviews, Employment Problems, Interpersonal Competence, Job Application, Learning Modules, Motivation, Persistence, Research Reports, Vocational Adjustment, Vocational Interests, Youth Employment, Youth Problems

Identifiers—California State Dept of the Youth Authority

The purpose of this project was to assess needs in job survival skills of those persons released from California Youth Authority incarceration and then to develop and field-test a curriculum to upgrade the skills which appear weakest. Interviews of a representative sample of 145 parolees were conducted. Findings include some of the following: over 90 percent had found work during the first year of parole, but jobs were lost or given up very rapidly; typically, jobs were low-paying and required few skills; about 30 percent had been fired from at least one job, and 66 percent had quit at least one job; and problems in interpersonal relationships on the job were related both to being fired from a job and to quitting. These findings were used to develop a high-activity, low reading level course consisting of five modules: (1) motivation and orientation to job survival skills; (2) matching skills and interests to jobs; (3) job seeking skills; (4) job getting skills; and (5) job maintenance skills. In a field-test of the course, there were some significant pre- post-class attitude changes about work among twenty-six completers, and the course received very high ratings by students. Subsequent employment indicators of participants were judged as being favorable. (Author/JH).

ED 176 015 CE 019 754

Bielby, William T. And Others

Research Uses of the National Longitudinal Surveys. Part V of a Research Agenda for the National Longitudinal Surveys of Labor Market Experience: Report on the Social Science Research Council's Conference on the National Longitudinal Surveys (Washington, D.C. October, 1977).

Social Science Research Council, Washington, D.C. Center for Coordination of Research on Social Indicators

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—78

Contract—21-36-77-39

Note—143p. ; For a related document see CE 019 753

Pub Type—Reports—Evaluative/Feasibility (142). Reports—Research/Technical (143)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Labor Market, *Longitudinal Studies, *Research Needs, *Research Problems, *Research Utilization, Data Collection, Human Capital, Job Search Methods, Labor Demands, Labor Supply, Labor Utilization, Occupational Surveys, Older Adults, Research Methodology, Social Psychology, Unemployment, Use Studies

Identifiers—National Longitudinal Surveys

A review and evaluation were conducted of social science research that has been based upon the National Longitudinal Surveys (NLS) of Labor Market Experience. First, a comprehensive survey was undertaken of the labor market research that has used NLS data: (1) labor supply and the factors of female and male labor, child care and welfare, and marital instability; (2) labor demand and the effect of racial and sexual discrimination and unionization; (3) human capital and status attainment; (4) unemployment, job separation, and job search; (5) social psychological dimensions; (6) aging; and (7) research methodology. It was found during this review process that the NLS data neglected some significant areas such as promotions, supervisory responsibilities, job autonomy, and decision-making capabilities. Also overlooked were such factors as the impact of the Vietnam war on the younger male cohort and the inclusion of young males in the military in the original data samples. Suggestions were then offered for future research based on NLS data. Among these were included the substantive issues of the social forces affecting the family, the institutional constraints on the demand for labor, and the social demography of successive cohorts over time. (The references at the end of the report list all books and papers based on NLS data.) (ELG).

ED 176 019 CE 020 244

Career and Occupational Development Technical Report: Summary Volume. Career and Occupational Development Report No. 05-COD-21.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date—78

Contract—OEC-0-74-0506

Note—147p. ; For related documents see ED 135 987, ED 137 604, and CE 016 085; Not available in hard copy due to small print

Available from—National Assessment of Educational Progress, Suite 700, 1860 Lincoln Street, Denver, Colorado 80295 ($24.30)

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Career Development, *Evaluation, *National Surveys, *Young Adults, Academic Achievement, Adult Education, Age Differences, Age Grade Placement, Age Groups, Community Characteristics, Evaluation Methods, Job Skills, Occupational Information, Parent Background, Racial Differences, Regional Characteristics, Research Reports, Sex Differences, Socioeconomic Influences, Work Attitudes

Identifiers—Self Awareness, Youth Work Experience

A survey was conducted in 1973-74 to assess career and occupational development among young Americans. The more than 100,000 individuals who participated nationally were divided into the four following age categories: nine-year-olds, thirteen-year-olds, seventeen-year-olds, and young adults ages twenty-six to thirty-five. Each group completed a group of exercises designed to assess knowledge or skills generally useful in the world of work, knowledge about jobs, self-appraisal skills, work-related experiences, and work-related values. The variables assessed were (1) region of the country and size and type of community; (2) educational level of parents and self, which included parental education, the relationship between grade and age, and the participant's own education and continuing education; and (3) sex, race, and socioeconomics, which included home environment and family income. (The results are presented in bar graphs, and the appendixes provide probability levels of differences between reporting groups within variables and estimates of percentages of blacks, whites, other races, and nations for the young adult participants.) (ELG).

ED 176 020 CE 020 319

12 Steps to Career Education: A Step-by-Step Process Handbook That Enables LEAs to Plan and to Develop Comprehensive Career Education Programs.

Interinstitutional Consortium for Career Education, Salem, Oreg

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Career Education, *Elementary Secondary Education,

*Objectives, *Program Development, Administrator Guides, Administrator Role, Community Involvement, Comprehensive Programs, Instructional Improvement
Identifiers—Education Amendments 1974

Designed for use by local education agencies, this handbook develops a twelve step process that facilitates the planning and development of comprehensive career education programs. The twelve steps are (1) involve administrators, teachers, and counselors; (2) involve the school board; (3) select a district career education coordinator; (4) inform parents, students, and the community; (5) establish a district steering committee; (6) establish program goals; (7) establish building level task forces; (8) conduct a status assessment; (9) select from programs that work; (10) write an adoption/adaptation plan; (11) write an evaluation plan; and (12) implement the program. Each step is presented in four parts: a brief capsule of what is involved, a statement of the major goal for the step, indication of what observable evidence will indicate the goal has been attained, and a list of suggested methods, materials, and sequences for taking action necessary to attain expected outcomes. In addition, the individual or group who might carry out each procedure is listed. Appended material includes a discussion of the eight elements of career education, suggested procedures for establishing goals, and a guide to status assessment. (LRA).

ED 176 021 CE 020 320

Career Education Programs That Work.
Interinstitutional Consortium for Career Education, Salem, Oreg
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—G0077C0049
Note—39p. ; For related documents see CE 020 319, ED 132 284, and ED 132 786
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reports—Descriptive (141). Reference Materials—Bibliographies (131)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Career Education, *Demonstration Programs, *Program Descriptions, *Projects, Abstracts, Educational Practices, Elementary Secondary Education, Guides, Program Development
Identifiers—Education Amendments 1974

This handbook contains thirty abstracts of career education programs that summarize techniques, processes, activities, and materials that have been used by students and teachers. The handbook, which was designed for use after the planning stages, includes items for kindergarten through grade twelve that can be related to various subject matter areas and life roles. Designed to be used in conjunction with "12 Steps to Career Education," the handbook gives ideas to facilitate accomplishing the career education goals that have been selected for implementation. Each abstract contains (1) the project title, (2) a brief description of the project, (4) a list of materials developed by the project, (4) a list of elements included, and (5) the contact person with the project. Among the projects included are: Career Intern Program, A Community Experience-Based Career Exploratory Program, Flight Plan, Lincoln County Exemplary Project in Career Education, and Matching Attitudes and Talents to Career Horizons. (LRA).

ED 176 026 CE 020 654

Elhardt, Dale Elhardt, LaDonna
Displaced Homemakers in North Dakota. Research Series No. 73.
North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—79
Pub Type—Reports—Research/Technical (143). Collected Works—Serials (022)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Displaced Homemakers, *Females, *Needs Assessment, *Participant Characteristics, *Problems, *Services, Adjustment to Environment, Age, Economic Status, Educational Background, Emotional Problems, Employment Experience, Employment Problems, Family Problems, Financial Problems, Income, Legal Problems, Marital Status, Psychological Services, Research Reports, Social Problems, Social Services, Special Health Problems
Identifiers—North Dakota

Three hundred and forty-one North Dakota women, classified as displaced homemakers, were interviewed to gather information on their backgrounds, experienced problems, and perceived needs. Data analysis showed that displaced women tend to be poor and tend to move to the job market upon their change in marital status. Job market involvement is most successful for those with the most prior work experience and those with more education. Further, their work is more continuous and economically motivated after displacement. Economic problems were most pervasive, followed by psychological problems and social relationship problems. The ranked pervasiveness of problems varied by age, marital status, and income level. In general, problems were more severe and more pervasive for those under thirty-five and for the divorced. Economic problems were most persistent, followed by psychological and social relationship problems. Perception of services needed by the displaced did not vary appreciably by age. According to the respondents, the most important services would be oriented toward dealing with psychological problems. Next in importance were services relating to skill testing and development, followed by those relating to social relationships. Considered least important were services relating to consumer affairs and job placement or job hunting. (Author/JH).

ED 176 028 CE 021 321

Edsall, Al Kyros, William
Proposed Conceptual Design for the Instructional Support System for Occupational Education Reporting System.
Cornell Univ. Ithaca, N.Y. Inst. for Research and Development in Occupational Education
Pub Date—77
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reports—Descriptive (141)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Cost Effectiveness, *Information Processing, *Information Systems, *Job Skills, *Student Records, *Vocational Education. Data Collection, Educational Planning, Program Descriptions, Secondary Education
Identifiers—Comprehensive Instructional Management Systems, Instructional Support Systems

This paper proposes concepts for the data inputs and informational outputs for the Instructional Support System for Occupational Education (ISSOE), which is a subsystem of the Comprehensive Instructional Management System for Occupational Education (CIMS/OE) currently being developed by the New York State Education Department for the purpose of collecting data to support educational managers in their planning and decision-making functions. The first section provides an overview of CIMS/OE and relates ISSOE to the other subsystems. Next, the two types of informational outputs are described in terms of student output information (including the student's progress record, achievement level reports, and employability profile) and program output information (covering data for cost-benefit and cost-effectiveness analyses). The types of input data are explained in the third section as follows: (1) the program classification system consisting of U.S. Office of Education codes and the classification of programs as single, multiple, or clustered student groups; (2) the skills the students learn and the proficiency level they achieve which is indicated by a numerical quality score; and (3) employability profiles for students. Appendix A shows examples of student output records while Appendix B discusses normative data for criterion-referenced tests. (ELG).

ED 176 031 CE 021 369

Wentling, Tim L. And Others
A System for the Identification, Assessment and Evaluation of the Special Needs Learner in Vocational Education.
Illinois Univ. Urbana. Bureau of Educational Research
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—78
Contract—G007604835
Note—235p. ; Some pages may not reproduce well due to light print
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Guides/Methods/Techniques—Classroom Use—Teaching

Guides (052)
EDRS Price—MF01/PC10 Plus Postage
Descriptors—*Exceptional Persons, *Identification, *Program Administration, *Program Development, *Student Evaluation, *Vocational Education, Administrator Guides, Cooperative Education, Guidelines, Individualized Programs, Needs Assessment, Program Descriptions, Program Evaluation, Recordkeeping, Skill Development, Vocational Followup

This resource package contains an administrator's manual and nine instructor guides designed to assist local education agency personnel in the development of functional and systematic procedures for identifying and assessing the needs of special students enrolled in vocational education programs. The administrator's manual provides a description of the three-phase identification and assessment system and suggests procedures for implementation and evaluation. The first instructor's guide presents a description of the system and briefly describes how the information offered in Guides 2-9 fits together to provide a workable structure for the continuous assessment of student needs and progress in vocational education. The remaining eight instructor guides provide guidelines for the following activities: identifying students with special needs (Guide #2); assessing the student's present level(s) of performance (Guide #3); preparing an individualized vocational plan (Guide #4); using the training plan in concurrent work-education programs (Guide #5); assessing vocational skill development (Guide #6); monitoring the student's individualized vocational plan (Guide #7); conducting student follow-up (Guide #8); and conducting employer follow-up (Guide #9). Guides 2-9 also include sample reports and related forms. (BM).

ED 176 036 CE 021 636

Bennett, Marilyn And Others
Occupational Home Economics for Students with Special Needs. Housekeeping and Food Service. Research Series No. 59.
North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Collected Works—Serials (022)
EDRS Price—MF01/PC11 Plus Postage
Descriptors—*Food Service, *Foods Instruction, *Homemaking Skills, *Learning Activities, *Occupational Home Economics, *Special Education, Competency Based Education, Curriculum Guides, Educational Objectives, Food Handling Facilities, Food Service Industry, Grade 11, Grade 12, Hotels, Household Workers, Housekeepers, Job Simplification, Safety, Secondary Schools, Service Occupations, Vocational Education

Designed for grades 11 and 12 special need students, this curriculum guide attempts to provide the EMH student with basic knowledge of housekeeping and food service before being placed on a job. Following lists of suggestions to the teacher and unit objectives, units are included on the following topics for housekeeping: (1) housekeeping assistant; (2) equipment both manually and electrically operated; (3) cleaning supplies; (4) cleaning bedrooms, bathrooms, living and dining areas, and kitchens; (5) general cleaning such as waxing, furniture care, windows, dusting and washing walls and ceilings; (6) laundry; (7) safety; (8) work simplification; (9) motel-hotel housekeeping assistant, encompassing dress, supply cart, room check sheet, entering a room, and following a routine. The food service section also includes a list of unit objectives and the following units: the food service industry and positions, human relations, kitchen and measuring equipment, recipes, safety and sanitation, waiting on and setting tables, bussing, baker's helper, beverage and salad preparation, sandwich making, and dishwashing. Each unit contains explanatory text, suggested activities, and worksheets. Among the activities included are games, field trips, demonstrations by the students or the teacher of the tasks explained in the text, and audiovisual presentations. The appendixes contain samples of a training agreement, employee evaluation report forms, a teacher-coordinator evaluation form, and a list of references. (ELG).

ED 176 043 CE 021 842

Epting, Helen C. And Others
Child Care Worker. Supplemental Individualized Student Modules.
Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Home Economics Education Section
Pub Date—79
Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, SC 29631 ($2.00)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Child Caregivers, *Job Skills, *Learning Activities, *Learning Modules, *Service Occupations, *Vocational Education, Child Care, Child Development, Competency Based Education, Discipline, Exceptional Persons, Individualized Instruction, Job Search Methods

Developed to supplement the child-care worker modules published in 1977, this handbook contains ten additional individualized student modules. The topics included are as follow: (1) finding a job; (2) keeping a job; (3) physical development from birth to year one; (4) physical and motor development; (5) social development; (6) intellectual development; (7) emotional development; (8) discipline; (9) exceptional children; and (10) activities for exceptional children. Each module consists of the following elements: introduction, directions, objectives, learning activities, instruction sheets, self-checks, and check-out activities. The activities require the students to role play, see filmstrips, engage in discussions with peers, read outside references, and observe young children. (ELG).

ED 176 044 CE 021 843

Hasty, Liswa E. Bridwell, Terry B.
Food Service Worker. Supplemental Individualized Student Modules.
Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Home Economics Education Section
Pub Date—79
Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($2.00)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—*Food Service Workers, *Job Skills, *Learning Activities, *Learning Modules, *Service Occupations, *Vocational Education, Competency Based Education, Food Service, Hygiene, Individualized Instruction, Job Simplification, Sanitation

Developed to supplement the food service worker modules published in 1977, this handbook provides fourteen additional individualized student modules. The topics included are as follow: (1) personal grooming; (2) safe handling of food and eating utensils; (3) setting up tables; (4) handling customers; (5) menus; (6) taking and placing the order; (7) serving the order; (8) personal hygiene; (9) the South Carolina Sanitation Code; (10) control of food borne diseases; (11) sanitation in food preparation, serving, and reheating; (12) storing food; (13) controlling portions; and (14) work simplification. Each module consists of the following elements: introduction, directions, objectives, learning activities, instruction sheets, self-checks, and check-out activities. The activities require the students to do reading in outside references, view filmstrips, take field trips, and perform the actual duties of a food service worker. (ELG).

ED 176 047 CE 021 894

Trent, E. Roger And Others
Modifying Attitudes toward Sex Stereotypes in Vocational Education (MASSIVE). Final Report.
Ohio State Dept. of Education, Columbus. Div. of Guidance and Testing
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—79
Contract—G007701967
Note—98p. ; Some appendix pages will not reproduce well due to small print
Pub Type—Reports—Research/Technical (143). Tests, Questionaires, Evaluation instru ments (160). Numerical/Quantative data (110)
EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Attitude Change, *Attitudes, *Career Choice, *Educational Research, * *Sex Stereotypes, Administrator Attitudes, Attitude Measures, Counselor Attitudes, Cultural Influences, Labeling of Persons, Research Reports, Social Attitudes, Stereotypes, Surveys, Tables Data, Teacher Attitudes, Vocational Education
Identifiers—Project MASSIVE

Purposes of this study included constructing a self-administered measure of bias in sex role stereotypes and developing a self-intervention, self-confrontation manual to reduce the impact of these stereotypes on career choices. One hundred six items, representative of thirty-two stereotypes, were administered to 154-item tryout participants. A study was conducted to determine if the intervention manual reduced bias as measured by the survey. An experimental comparison group, time series design was used. Two hundred three volunteers were assigned randomly to an experimental or control group. Both groups were pretested and posttested with the survey. Only the experimental group received the treatment. Although the two groups performed about equally on the pretest, the experimental group's posttest bias scores were significantly lower. The differences were greater for males. On the pretest, males in each group were significantly more biased than females. On the posttest, there were no significant sex differences in the experimental group, but control males scored significantly higher than control females. The data generally supported the conclusion that the intervention strategy worked for this sample. Suggestions included constructing additional activities related to male stereotypes and adapting the materials for use by persons other than educators. (Author/LRA).

ED 176 058 CE 022 132

Spetz, Sally H.
Quantity Vs. Quality in Research Proposals: An Empirical Justification for Limiting the Length of USOE Grant Applications.
Conserva, Inc. Raleigh, N.C.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—79
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Correlation, *Evaluation, *Project Applications, *Research Proposals, *Vocational Education, Content Analysis, Evaluation Criteria, Quality Control, Research Reports, Success

A study analyzed vocational education research applications submitted to the U.S. Office of Education for potential funding in fiscal year 1975 to determine if there is a point of diminishing returns in quality as the number of pages in a research proposal or application are increased. A total of 353 applications were used to explore the relationship between proposal length and quality. Proposal length was determined by three measures: (1) the sum of pages devoted to objectives and need, results and benefits, and the approach; (2) the total program narrative, including (1) above; and (3) the total page count in the application. Proposal quality was determined by mean evaluator rating of the applications. Proposals were evaluated on such criteria as addressed priority area, need and problems, objectives, plan, results, personnel, institutional commitment, and budget. The results of regression analyses indicate that the number of pages in a research application is, up to a point, positively related to the evaluator rating of the application. After that point, the addition of further pages does not add to quality and, in fact, diminishes the proposal's rating. Based on the findings, the study concludes that a proposal's rating ceases to increase when the total length exceeds 132 pages. (LRA).

ED 176 060 CE 022 137

Research for Women: Sex Stereotyping, Non-Traditional Jobs, and Vocational Training. Final Report.
California State Univ. Sacramento. Inst. for Human Service Management
Spons Agency—California State Dept. of Education, Sacramento. Div. of Vocational Education
Pub Date—79
Pub Type—Reports—Evaluative/Feasibility (142). Reports—Research/Technical (143)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Employed Women, *Equal Opportunities Jobs, *Females, *Sex Stereotypes, *Skilled Workers, *Social Attitudes, Employee Attitudes, Employer Attitudes, Employment, Employment Level, Equal Education, Feasibility Studies, Military Personnel, Nontraditional Occupations, Occupational Surveys, Research Reports, Sex Discrimination, Sex Fairness, Sex Role, Skilled Occupations, Trade and Industrial Education, Training, Unemployment, Utilities, Womens Education
Identifiers—California

To determine the feasibility of developing skills training programs for women interested in skilled labor employment, a year-long study examined the problems surrounding the influx of women into skilled labor occupations and the elements which define success in gaining employment. The study was conducted in two phases: an exploratory phase and a descriptive phase. The exploratory phase consisted of a literature review and thirty interviews with employers, union officials, women in skilled labor, and directors of community organizations. This resulted in the development of four questionnaires: for employers, male workers in skilled labor, unemployed women, and working women. These groups were split according to specific sectors: public, private, utilities, military, unemployed women, and employers. In phase 2 the questionnaires were administered to 489 men and women within these sectors. Findings included the following: (1) younger male workers seem to be less traditional in their stated attitudes regarding women, (2) non-working women indicated that the most important reasons for desiring non-traditional work are money and the challenge, (3) two-thirds of the employers believe women are capable of learning most skilled labor jobs, and (4) the working women population has received little, is any, vocational training. (Questionnaires and codebooks are appended.) (LRA).

ED 176 061 CE 022 144

Training Local Vocational Administrators in Cost-Benefit Analysis of Vocational Programs. Final Report, May 1, 1978 to June 30, 1979.
Colorado State Univ. Ft. Collins
Spons Agency—Colorado State Board for Community Colleges and Occupational Education, Denver
Pub Date—79
Pub Type—Reports—Descriptive (141). Reports—Research/Technical (143)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Administrative Problems, *Administrator Education, *Cost Effectiveness, *Educational Administration, *Vocational Education, Decision Making, Feasibility Studies, Information Needs, Information Sources, Literature Reviews, Program Effectiveness, Research Reports, Use Studies, Workshops

A project was undertaken in Colorado to evaluate the feasibility of cost-benefit analysis as a source of information for local vocational administrators, to evaluate the effectiveness of a workshop for training these administrators in cost-benefit analysis, and to identify problems that prevent them from using this type of analysis in program development and evaluation. Based on a literature search conducted to determine the utility of cost-benefit analysis as a tool for decision-making by local vocational administrators, it was found that (1) certain conditions such as calculating costs and economic benefits and identifying target occupations must be met before conducting the analysis; and (2) while local vocational administrators can conduct cost-benefit research on their own, the pay-off in information is usually not worth the effort to obtain it. A one-day workshop was held, and fourteen administrative personnel attended. Following the training session, a mail survey of the participants showed that a majority felt an analysis designed solely to reveal monetary costs and benefits to be of minimal use in decision making. (The appendixes include survey and training materials, original project objectives and methodology, and a list of thirty vocational education outcome questions. Also included are the annotated references that resulted from the literature search.) (ELG).

ED 176 062 CE 022 153

(New and Emerging Manpower Needs.) Occupational Information Compiled during the Project Entitled 'Identification of Curriculum and Services Necessary to Train Students for Emerging Manpower Needs and Job Opportunities: A Model System.
Orange County Dept. of Education, Santa Ana, Calif
Pub Date—79
Pub Type—Reports—Descriptive (141)
EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Employment Patterns, *Job Skills, *Occupational Information, *Occupations, Career Guidance, Employment Qualifications, Food Service Occupations, Job Analysis, Leisure Time, Occupational Surveys, Postsecondary Education, Safety, Secondary Education, Solar Radiation, Vocational Education
Identifiers—California (Orange County), New and Emerging Occupations, Word Processing

As a part of a project that was to develop a system for defining vocational education curriculum and services necessary to train students for new and emerging manpower needs and job opportunities, this report describes seven new and emerging occupations. The occupations included represent those which have met the project criteria for "new and emerging" and for which there is believed to be no complete curriculum at the secondary or postsecondary level. Occupations included are: (1) public safety assistant, (2) career guidance technician, (3) leisure counselor, (4) word processing/reprographics specialist, (5) word processing supervisor, (6) solar installer, and (7) fast food service unit supervisor. Each occupational description contains a rationale for selecting the occupations, a job description, a list of competencies needed, a list of resources and acknowledgments, and a list of publications related to the occupation. (LRA).

ED 176 064 CE 022 200

Evaluation of the Skill Training Improvement Program (STIP), Phase I: Starting Up.

Abt Associates, Inc. Cambridge, Mass
Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Program Evaluation
Report No.—MEL-79-08
Pub Date—79
Contract—ETA-23-25-78-09
Note—161p. ; Some pages in this document will not reproduce well due to small or broken print
Pub Type—Reports—Evaluative/Feasibility (142)
EDRS Price—MF01/PC07 Plus Postage
Descriptors—*Federal Programs, *Job Skills, *Job Training, *Program Development, * *Program Effectiveness, Community Involvement, Employer Attitudes, Failure, Recruitment, School Holding Power, Success, Trainees
Identifiers—Comprehensive Employment and Training Act, Skills Training Improvement Program

An evaluation was conducted of the Skills Training Improvement Program (STIP) to determine the types of projects established with STIP funds, to assess their success, and to measure the role played by the private sector in the program. Data was collected from three sources: the grant applications of all 141 CETA sponsors conducting the projects, telephone contact with seventy-two of the sponsors to discuss early implementation experiences, and field visits to five sponsors. Most projects were found to have fewer than 100 trainees and to provide training for six months to one year in one to six occupations. Changes in original project plans were common due to problems with providers of training, lack of eligibles for a particular occupation, or special needs requiring remedial or on-the-job training. Enrollees were difficult to recruit for some occupations with high-skill entry criteria, but were retained successfully in projects that adapted to meet their particular needs. Participating private employers felt that STIP improved CETA's image in the business community, and after projects began, additional employers were attracted. Because of limited time and stringent eligibility requirements, most sponsors did not develop an upgrading component to train employed workers. (ELG).

ED 176 067 CE 022 302

Foster, Parker V.
Handbook in Vocational Education Evaluation. A Case Study Approach Utilizing Basic Evaluation Techniques in a Vocational Context.

Ohio State Univ. Columbus. National Center for Research in Vocational Education
Pub Date—79
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reports—Research/Technical (143)
EDRS Price—MF01/PC05 Plus Postage
Descriptors—*Evaluation Methods, *Program Evaluation, *Vocational Education, Administrator Guides, Case Studies, Comparative Analysis, Criterion Referenced Tests, Educational History, Educational Objectives, Federal Legislation, Followup Studies, Formative Evaluation, Hypothesis Testing, Interviews, Item Analysis, Local Issues, Needs Assessment, Records Forms, Secondary Education, Self Evaluation, Surveys

Written from the perspective of a relatively large urban school district and dealing primarily with high school-type programs, this handbook is designed for use by local school district practitioners of vocational education evaluation. Part I discusses the history, present status, and goals and objectives of vocational education. Included are developments influenced by federal legislation. Part II presents seven actual case studies which illustrate ten specific evaluation techniques. These techniques are as follow: descriptive survey, interviews, self-evaluation, followup, comparison groups, criterion testing, item analysis, hypothesis testing and sample size, case study, and process evaluation. The techniques described in the case study are presented by three areas of emphasis: area wide, school district wide, and local program. Finally, Part III discusses seven evaluation issues. These are the following: evaluation design and decision-making; preparing a needs assessment; appropriate measuring instruments; abstracting the report for reader utility; incentives for evaluation; politics of evaluation; and finding your own role as an evaluator. (JH).

ED 176 070 CE 022 380

A Study of the Administration and Operation of Vocational-Technical Education Programs. (Interim BOAE Report).

National Advisory Council on Vocational Education, Washington, D.C.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—77
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Administrative Problems, *Cooperative Programs, *Coordination, *Program Administration, *Vocational Education, Federal Programs, Federal State Relationship, Program Development, Research Reports
Identifiers—Bureau of Occupational Adult Education, Office of Education

In compliance with legislative authority, the National Advisory Council on Vocational Education approved a two-year study of the United States Bureau of Occupational and Adult Education (BOAE). The study was to be conducted in two phases. Phase I (reported here) sought out current problems in the administration and operation of vocational education programs as conducted by the Division of Vocational and Technical Education (DVTE). The following activities occurred: (1) analysis of BOAE's mission statement and other relevant documents, and (2) conduct of comprehensive interviews with state directors, staff of BOAE and DVTE, personnel from the Office of Education, Office of the Secretary of Health Education and Welfare, and the Office of Management and Budget, and other knowledgeable individuals in vocational education. The data collected were organized into six categories: external factors, structure, workload, staffing, operational planning, and administrative plans. The findings were analyzed, and it was concluded that the publication of a final report should await the conclusion of the second phase after a further and more comprehensive analysis could be made. (This document contains the interim report; CE 022 379 contains the full report; and CE 022 381 contains an executive summary.) (BM).

ED 176 071 CE 022 382

Simler, N. J.
Employment and Unemployment.

Federal Reserve Bank of Minneapolis, Minn
Pub Date—78
Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Employment, *Employment Patterns, *Labor Market, *Unemployment, Demography, Employment Projections, Employment Statistics, Essays, Occupational Surveys, Policy

Three sections of information are presented in this report on employment and unemployment. Section 1 discusses how the concepts of employment, unemployment, and the labor force are defined

and measured. Included in the discussion is an explanation of the current population survey. Section 2 examines the principal trends and cyclical movements of the past two to three decades. Topics include the following: population, labor force, participation rate; the employment rate and the employment-population ratio; disaggregation by principal age-sex groups; analysis of unemployment in the 1954 and 1975 recessions; and anatomy of unemployment in good and bad times. Finally, the third section on policies and proposals focuses upon three questions: what can be done about unemployment; what the full employment-unemployment rate is; and how long it will take to get the unemployment rate down to five percent. (JH).

ED 176 072 CE 022 462

Ethridge, James I.

Vocational Instructional Materials in Horticulture for Students with Special Needs.

Illinois Univ. Urbana. Dept. of Vocational and Technical Education

Pub Date—79

Pub Type—Reference Materials—Bibliographies (131). Reference Materials—Directories/Catalogs (132)

EDRS Price—MF01/PC10 Plus Postage

Descriptors—*Disabilities, *Disadvantaged, *Horticulture, *Instructional Materials, *Resource Materials, *Vocational Education, Agricultural Production, Annotated Bibliographies, Directories, Entomology, Floriculture, Greenhouses, Grounds Keepers, Landscaping, Nursery Workers Horticulture, Ornamental Horticulture, Plant Identification, Plant Pathology, Plant Propagation, Plant Science, Special Education, Trees, Weeds

This resource catalog of horticulture curriculum materials for students with special needs is divided into twenty-seven instructional areas: aboriculture; annuals; entomology; floral crops production; floral design and flower shop operations; garden center; greenhouse; ground covers and hedges; herbs; house plants; landscape construction and maintenance of home ground; nursery operation and management; pathology; perennials; poisonous plants; propagation; shrubs; small fruit; specialties; trees; tree fruits; turf grass; wild plants; vegetables; weeds; weeds (aquatic); and general horticulture. The major areas are subdivided to include one or more related categories. Definitions of all classification areas are included in each listing at the beginning of each section. Each citation includes the following information: title, material title, number of pages, date, author, corporate author which produced the material, orientation or brief annotation, and source. Several directories are appended, including informational agencies for the disabled, suppliers of horticultural materials, single plant societies, and periodicals available in horticulture. (BM).

ED 176 073 CE 022 469

Byus, Robert F. And Others

Competencies Common to All Occupations. Student Manual.

Ohio County Board of Education, Wheeling, W. Va

Spons Agency—West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education

Pub Date—79

Contract—BVTAE-76-WV-78-C-10

Note—117p. ; For a related document see CE 022 470

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Competency Based Education, *Job Skills, *Learning Activities, *Skills, *Vocational Education, Basic Skills, Career Awareness, Competence, Curriculum Guides, Economics, Interpersonal Competence, Skill Development

Identifiers—West Virginia

Based on competencies identified as common to all occupations and designed to be integrated into existing vocational curriculums, this competency-based student curriculum provides eighty student competency sheets grouped into six areas: (1) basic math skills, (2) basic communication skills, (3) interpersonal skills, (4) economic principles/concepts, (5) occupational awareness, and (6) employment process skills. Individual competency sheets are intended for use by either the student or instructor and include: a competency statement, learning steps, both individual and group learning activities, and an evaluation. (LRA).

ED 176 074 CE 022 470

Byus, Robert F.

Competencies Common to All Occupations. Teacher's Guide.

Ohio County Board of Education, Wheeling, W. Va

Spons Agency—West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education

Pub Date—79

Contract—BVTAE-76-WV-78-C-10

Note—53p. ; For a related document see CE 022 469

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Competency Based Education, *Job Skills, *Reference Materials, *Vocational Education, Basic Skills, Career Awareness, Competence, Economics, Interpersonal Competence, Skill Development, Teaching Guides

Identifiers—West Virginia

Designed for use with the West Virginia competency-based education curriculum entitled "Competencies Common to All Occupations" (CE 122 269), this teacher's guide contains (1) a table of contents for student competency sheets, (2) a table of contents for competencies with reference materials, (3) evaluations for each competency, (4) a listing of equipment/aides needed, and (5) a listing of references. The eighty competencies included in the curriculum are designed to be integrated into existing vocational curriculums. (The competencies were validated by educators and business/industry representatives and field tested in seven cooperative programs in West Virginia.) (LRA).

ED 176 076 CE 022 541

Fowler, David S. Comp

Resource Guide to Competency-Based Vocational Education: Agriculture.

Maryland Vocational Curriculum Research and Development Center, College Park

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Reference Materials—Bibliographies (131)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Agricultural Education, *Instructional Materials, *Occupational Information, *Resource Materials, *Vocational Education. Annotated Bibliographies, Audiovisual Aids, Educational Resources, Guides, Periodicals, Secondary Education

Designed to assist vocational agriculture teachers in keeping abreast of the most recent instructional developments in the field, this resource guide contains an annotated list of print and non-print, commercial and non-commercial materials available in the field of agriculture education. The resource guide is divided into three sections. The first section contains occupational information which can be used to complement technical instruction and as a source of guidance information. The second section provides an annotated listing of a variety of printed and non-printed curriculum materials including guides, learning activity packages, course outlines, books, transparencies, films, and filmstrips. Topic areas included are animal production, crop production, agricultural business, agricultural mechanics, horticulture, agricultural resources, career education, and miscellaneous agriculture information. Each listing provides the source of the material, a brief description, and the cost. In addition, this section provides a list of periodicals and journals related to agriculture. The names and addresses of trade and professional organizations are included in the last section. (LRA).

ED 176 085 CE 022 635

Clark, Kim B. Summers, Lawrence H.

The Demographic Composition of Cyclical Variations in Employment.

Department of Labor, Washington, D.C.

Pub Date—79

Available from—National Technical Information Service, Springfield, VA 22161

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Business Cycles, *Demography, *Employment, *Employment Patterns, *Labor Market, *Unemployment, Economic Factors, Labor Force Nonparticipants, Models, Par-

ticipant Characteristics, Research Reports, Work Experience, Youth Employment

This paper analyzes the demographic patterns of cyclical swings in the labor market by decomposing movement in employment into changes in unemployment and participation. The focus is on the interrelations among participation, employment and unemployment, with particular emphasis on the participation rate as a prime determinant of the labor market experience of various demographic groups. The first section of the paper briefly reviews the evidence indicating the importance of participation fluctuations. An empirical model is described and several variants are discussed. The second section discusses empirical results for various groups. Differences in labor market experience by age, sex, race, and marital status are considered. From the findings, the importance of the participation rate in affecting the cyclical behavior of both employment and unemployment is concluded. Another finding is that young workers bear a disproportionate share of cyclical fluctuations. The third section analyzes the impact of aggregate demand policy on high unemployment demographic groups. It is concluded that failure to consider participation has led to undue pessimism about the effects of aggregate demand policy on high unemployment groups. The fourth and final sections of the paper summarize the conclusions and discuss some of their implications. (JH).

ED 176 086 CE 022 636

Hinely, W. H.

Development of an Evaluation Model for Competency-Based Instruction. Final Report, July 1, 1978 through June 30, 1979.

Florida State Univ. Tallahassee

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education

Pub Date—79

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Competency Based Teacher Education, *Models, *Program Evaluation, Individualized Instruction, Measurement Instruments, Research Reports

Identifiers—Concerns Based Adoption Model, Florida Approach to Competency Based Teaching, Stake Evaluation Model, Stufflebeam Model

A project was conducted to adapt or develop and field-test an evaluation model for competency-based education, using Florida's Approach to Competency Based Individualized Teaching (FACIT) teacher-training materials for model development and field testing. Because of problems with the production of the FACIT materials, the field test of an evaluation model could not be carried out. Instead, the project sought a model that could be easily adapted to the evaluation of any competency-based program. To meet this revised goal, an in-depth literature review of evaluation models for competency-based programs was undertaken, using a set of criteria that would satisfy the requirements of program description and evaluation. As a result of this review, the Stufflebeam model was identified as one that would provide comprehensive guidelines for planning the evaluation of competency-based programs. This model, however, did not provide sufficient guidance in the description of programs to be evaluated. Therefore, the project developed program-description guidelines that incorporated elements of the Stake evaluation model and the Concerns-Based Adoption Model. (Appendixes to this report provide information about evaluation questions and contain various instruments that can be used in evaluating competency-based programs.) (Author/JH).

ED 176 093 CE 022 708

Jezierski, Kathleen, Ed

Resources in Vocational Education, 1978. Volume 11, No. 4.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Contract—300-78-0032

Note—104p. ; Not available in paper copy due to small print

Pub Type—Reference Materials—Bibliographies (131). Collected Works—Serials (022)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Research Projects, *Technical Education, *Vocational Education, Abstracts, Annotated Bibliographies, Career Education, Curriculum Development, Instructional Materials, Serials

This compilation of approximately two hundred document resumes provides educators with abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded research and development proposals. The resumes are arranged in ascending order according to an ED (ERIC Document) accession number, with each resume including the author(s) title, institutional source, sponsoring agency, availability, publication data, number of pages, subject terms which characterize the contents of the document, and a document abstract. Subject, author, and institution indexes are provided. Availability information includes microfiche and hard copy prices from the ERIC Document Reproduction Service (EDRS). The section on projects in progress contains approximately one hundred resumes announcing ongoing curriculum development and research projects funded by the Vocational Education Amendments of 1976 (PL-94-482). Included for each are title, principal investigator, recipient institution, start-end dates, supporting agency, contract and/or control number, and a brief project summary. Projects are listed by state, and names and addresses are provided for both individuals and institutions. (LRA).

ED 176 094 CE 022 709

Arthur, Patricia, Ed

Resources in Vocational Education, 1978. Annual Index, 1978.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Contract—300-78-0032

Note—163p. ; Not available in paper copy due to small print

Pub Type—Reference Materials—Bibliographies (131). Collected Works—Serials (022)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Citation Indexes, *Technical Education, *Vocational Education, Bibliographies, Career Education, Citations References, Instructional Materials, Research Projects, Serials

This volume cumulates the indexes that appear in the six bimonthly issues of "Resources in Vocational Education," volume 11, numbers 1 through 6, during 1978. This cumulation is intended to be a companion volume to the individual issues of "Resources in Vocational Education," which contain the complete resumes of research, instructional, and other materials in vocational and technical education, and abstracts of funded research and development proposals. Three indexes are provided: subject, author, and institution. Each entry lists the title of the document and the ED (ERIC Document) number of the complete resume as it appears in the individual issues of "Resources in Vocational Education'. Instructions for ordering individual documents are included at the back of this volume. (Editor/LRA).

ED 176 096 CE 022 711

Arthur, Patricia, Ed

Resources in Vocational Education, 1979. Volume 12, No. 2.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—79

Contract—300-78-0032

Note—154p. ; Not available in paper copy due to small print

Pub Type—Reference Materials—Bibliographies (131). Collected Works—Serials (022)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Research Projects, *Technical Education, *Vocational Education, Abstracts, Annotated Bibliographies, Career Education, Curriculum Development, Instructional Materials, Serials

This compilation of approximately two hundred document resumes provides educators with abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded research and development proposals. The resumes are arranged in ascending order according to an ED (ERIC Document) accession

number, with each resume including the author(s) title, institutional source, sponsoring agency, availability, publication date, number of pages, subject terms which characterize the contents of the document, and a document abstract. Subject, author, and institution indexes are provided. Availability information includes microfiche and hard copy prices from the ERIC Document Reproduction Service (EDRS). The section on projects in progress contains approximately one hundred resumes announcing ongoing curriculum development and research projects funded by the Vocational Education Amendments of 1976 (PL-94-482). Included for each are title, principal investigator, recipient institution, start-end dates, supporting agency, contract and/or control number, and a brief project summary. Projects are listed by state, and names and adresses are provided for both individuals and institutions. (LRA).

ED 176 097 CE 022 712

Arthur, Patricia, Ed

Resources in Vocational Education, 1979. Volume 12, No. 3.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—79

Contract—300-78-0032

Note—115p. ; Not available in paper copy due to small print

Pub Type—Reference Materials—Bibliographies (131). Collected Works—Serials (022)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Research Projects, *Technical Education, *Vocational Education, Abstracts, Annotated Bibliographies, Career Education, Curriculum Development, Instructional Materials, Serials

This compilation of approximately two hundred document resumes provides educators with abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded research and development proposals. The resumes are arranged in ascending order according to an ED (ERIC Document) accession number, with each resume including the author(s) title, institutional source, sponsoring agency, availability, publication data, number of pages, subject terms which characterize the contents of the document, and a document abstract. Subject, author, and institution indexes are provided. Availability information includes microfiche and hard copy prices from the ERIC Document Reproduction Service (EDRS). The section on projects in progress contains approximately one hundred resumes announcing ongoing curriculum development and research projects funded by the Vocational Education Amendments of 1976 (PL-94-482). Included for each are title, principal investigator, recipient institution, start-end dates, supporting agency, contract and/or control number, and a brief project summary. Projects are listed by state, and names and addresses are provided for both individuals and institutions. (LRA).

ED 176 107 CE 022 742

Handley, Herbert M. Walker, Ronald D.

Interaction of Sex Role Bias in Attitudes of Vocational Educators and Students Associated with Students' Entry in Non-Stereotyped Programs of Vocational Education. Final Report.

Mississippi State Univ. State College. Bureau of Educational Research

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—G007702069

Note—420p

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC17 Plus Postage

Descriptors—*Administrator Attitudes, *Educational Programs, *Enrollment, *Sex Discrimination, *Student Attitudes, *Teacher Attitudes, *Vocational Education, Career Choice, Economic Factors, Educational Attitudes, Measurement Instruments, Parent Attitudes, Relationship, Research Reports, Secondary Education, Sex Role, Sex Stereotypes, Social Influences, Surveys

A study was conducted to assess the relationship of attitudes held by vocational educators, influence of significant others, socioeconomic factors, and the attitudes of students, themselves, to male and female students' enrollment in either traditional or nontraditional programs of study in vocational education. The sample included 641 secondary level vocational students studying in classes traditionally considered "hard core" male or female programs of vocational education and 84 of their educators. Nontraditional subjects included 44 males and 227 females. Six instruments were employed for data collection. Five of these were constructed and validated in pilot studies. They measured career influences and attitudes of teachers and students toward nontraditional studies and work roles for males and females. Results of the study indicated that teacher attitudes, student attitudes (themselves), perceptions of significant others, and socioeconomic factors, in that order of significance, were useful variables for discriminating between traditional and nontraditional students of both sexes. Ninety-four percent of the female subjects and ninety-eight percent of the male subjects were correctly classified as "traditional" or "nontraditional" by a discriminant function loading with these variables. (Author/JH).

ED 176 108 CE 022 745

Needs, Barriers, and Evaluation of Secondary Migrant Vocational Education: An Assessment in the Southeastern United States. Final Technical Report.

System Sciences, Inc. Chapel Hill, N.C.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. Div. of Research and Demonstration

Pub Date—79

Contract—G0077C0069

Note—183p

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC08 Plus Postage

Descriptors—*Migrant Education, *Migrants, *Migrant Youth, *Needs Assessment, *Program Evaluation, *Vocational Education, Educational Needs, Educational Problems, Program Effectiveness, Research Reports, Secondary Education

Identifiers—United States (Southeast)

A study was conducted to identify the issues, barriers, and needs related to providing successful secondary level vocational education to secondary school-aged migrant students. Study procedures utilized the Delphi Technique with a 100 percent sample of local vocational and migrant administrators in all southeastern school systems in which migrant students were served through any program. Issues were identified by factoring suggested needs and barriers into conceptual categories. Principal study findings related to three areas: (1) there were few—if any—secondary level vocational programs currently serving migrant students in the region; (2) the major issues, in order of importance, that must be addressed in providing successful vocational education were (a) program design, (b) agency coordination, (c) policy, (d) migrant needs and characteristics, (e) public support, (f) staff development, and (g) funding; and (3) the most important suggested barriers and needs were addressed to the frequent movement of migrant students; the lack of appropriate, short-term curricula; the need for appropriate support, developmental, and instructional services; and the lack of community and parental support. Major conclusions and suggested future actions were focused in four areas: a concerted effort to develop comprehensive educational programs to serve all migrant children; a clear, national, interstate migrant student education policy for serving the target population; an increased effort to develop appropriate planning data about migrant populations; and a concentrated effort to increase program coordination between various LEAs. (Author/JH).

ED 176 109 CE 022 746

Tittle, Carol Hehr

Sex Role Values in the Career Decision-Making Process. Final Report.

North Carolina Univ. Greensboro

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—NIE-G-76-0074

Note—420p

Pub Type—Reports—Research/Technical (143). Numerical/Quantative data (110)

EDRS Price—MF01/PC17 Plus Postage

Descriptors—*Career Development, *Career Planning, *Decision

Making, *Females, *Occupational Aspiration, *Values, Child Rearing, Marriage, Racial Differences, Research Reports, Sex Differences, Socioeconomic Status, Statistical Data, Student Educational Objectives

Current career education curricula seems to neglect basic elements of career decision making for women. This criticism was addressed by first developing sets of values in the areas of marriage and parenthood and then examining the relationships of the values to educational, occupational, fertility, and labor force participation plans. Six hundred urban 11th grade students were individually interviewed to ascertain their levels of educational and occupational aspirations. Students represented equally both sexes, three ethnic groups, and two socioeconomic levels. Responses to tasks requiring ranking and rating of alternative work patterns and occupational, marriage, and parenthood values were analyzed. Values, particularly the occupational and parenthood values, demonstrated a relationship with level of educational aspirations. Weaker relationships were found for the values and occupational aspirations. Factor analyses of the values demonstrated both independence and overlap among the three sets. The major group differences found for the values were sex, then SES, and few ethnic group differences. The results indicate that theorists in career development and career decision making must expand their perspectives to include a larger set of adult roles (work, marriage and homemaking, and parenthood) in order to understand women's career choices. (Author/BM).

ED 176 110 CE 022 748

Wehman, Paul, Ed. Hill, Janet W. Ed

Vocational Training and Placement of Severely Disabled Persons. Project Employability—Volume 1.

Virginia Commonwealth Univ. Richmond

Spons Agency—Virginia State Dept. of Vocational Rehabilitation, Richmond.

Pub Date—79

Pub Type—Reports—Descriptive (141). Reports—Research/Technical (143)

EDRS Price—MF01/PC10 Plus Postage

Descriptors—*Job Placement, *Mental Retardation, *Severe Disabilities, *Skill Development, *Vocational Education, *Vocational Rehabilitation. Adults, Behavior Change, Behavior Development, Case Studies, Data Bases, Employment, Employment Interviews, Employment Qualifications, Entry Workers, Evaluation Methods, Job Skills, Program Descriptions, Program Development

Identifiers—Project Employability

Ten papers on the vocational training and placement of severely disabled persons are presented in this monograph. The titles are as follow: "Project Employability: Toward Competitive Employment for Severely Disabled Individuals"; "Vocational Evaluation of Severely and Profoundly Retarded Clients"; "Considerations in Facilitating the Entry of Severely Developmentally Disabled Individuals into Competitive Employment"; "Project Employability Observation and Recording System"; "Development of a Data-Based Pre-Employment Training Program for Moderately to Severely Retarded Adults"; "Placement of Severely Developmentally Disabled Individuals into Competitive Employment: Three Case Studies"; "An Orientation Manual for Employers Who Hire Severely Developmentally Disabled Individuals"; "Job Placement of Severely Disabled Persons: Year One Progress Report"; "Evaluation of Two Shaping Strategies on the Work Production of Mentally Retarded Adults"; "Use of Client Administered Reinforcement to Facilitate Independent Work Behavior in Two Mentally Retarded Adults"; and "Developing Job Interview Skills in Severely Developmentally Disabled Clients". (JH).

ED 176 112 CE 022 750

Sturman, Andrew

From School to Work: A Review of Major Research in Australia. Australian Education Review, No. 13.

Australian Council for Educational Research, Hawthorn

Pub Date—79

Available from—P. O. Box 210 Hawthorn, Victoria, Australia 3122 ($5.00)

Pub Type—Reports—Research/Technical (143)

Document Not Available from EDRS

Descriptors—*Academic Achievement, *Career Choice, *Educational Research, *Social Influences, Career Education, Dropouts, Economic Status, Educational Experience, Education Work Relationship, Research Reports, School Business Relationship, Secondary Education, Status, Student Attitudes, Student Characteristics, Work Experience

Identifiers—Australia

This review draws together the findings of research in Australia concerning various aspects of the transition from school to work to assist policy makers (including educational administrators, school principals, employers, trade union officials, and politicians) in working in this area. Aspects covered in the review include the processes of occupational and educational attainment, including the background variables (such as sex, social class, ethnic origin, and geographic location) that contribute toward this attainment, and also the processes involved in the choice of occupations or the decision to continue education. The review also considers the attitudes of students to their school experiences and the attitudes of young workers to their work experiences. A recommendation is made for a close relationship between the world of work and education, highlighting in particular the special problems that certain (e. g. early school-leavers and ethnic minorities) have in relation to their school and work experiences. (JH).

ED 176 113 CE 022 759

Youth: Seven Programs Dedicated to Reducing Unemployment among the Nation's Young People.

Employment and Training Administration (DOL), Washington, D.C.

Pub Date—79

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-000-00376-9)

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Job Training, *Unemployment, *Youth, *Youth Employment, *Youth Programs, Employment Opportunities, Federal Programs, Program Descriptions, Young Adults, Youth Opportunities, Youth Problems

Identifiers—Comprehensive Employment and Training Act, Youth Employment and Demonstration Projects Act

This book focuses on Youth Employment and Demonstration Projects Act (YEDPA) programs dedicated to reducing unemployment among youth. The first of seven sections reviews the Youth Incentive Entitlement Pilot Projects (YIEPP) that have been established in seventeen urban and rural target areas. Brief descriptions of the YIEPP Programs in Baltimore, Philadelphia, and Cincinnati are provided. Section 2 describes two Career Intern Programs which are among the demonstration projects under the Comprehensive Employment and Training Act (CETA) that seek new approaches to the problems of structured unemployment facing youth. The third section focuses on Job Corps programs that provide vocational training, preparation for return to school, or education to satisfy armed forces entrance requirements. Section 4 provides a brief description of the Young Adult Conservation Corps, which provides minimum wage jobs that give experience in a variety of skills centered around conservation. The Summer Youth Employment Program, which provides economically disadvantaged youth with nine weeks of summer work, is discussed in the fifth section. Section 6 expounds on preapprenticeship programs funded under the Youth Employment and Training Programs of YEDPA. The final section focuses on an in-school youth training demonstration project titled project YEELD (Youth Employment-Experience-Learning Demonstration). (LRA).

ED 176 114 CE 022 760

Havelock, Ronald And Others

Implementing Change in Occupational Education. A Compendium of Resource Papers. Research Publication No. 78-2.

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ

Spons Agency—New York State Education Dept. Albany. Office of Occupational and Continuing Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—VEA-78-3C-891

Note—139p
Pub Type—Information analyses/State-of-the-Art Materials (070). Reports—Research/Technical (143). Opinions/Personal Viewpoints/Position Papers/Essays (120)
EDRS Price—MF01/PC06 Plus Postage
Descriptors—*Curriculum Development, *Educational Change, *Educational Facilities Improvement, *Educational Innovation, *Educational Research, *Vocational Education, Essays, History, Models, Opinions, Program Development, Quality Control
Identifiers—Linkage Models

Six papers focusing on educational change in occupational education are presented. The first paper, by Ronald Havelock, provides a historical review of innovation research models and discusses how the various models have progressed culminating in the Linkage Model. The next three papers address conceptual issues in innovation research. The paper by Lawrence Mohr discusses the possibility of developing a generalizable theory of innovation, including a preliminary theoretical formulation. Next, Steven Klees presents two views of the change process: the Dominant Framework and the Critical Framework. In the third paper of this set, by John Bowers, the interaction model of school improvement is compared and contrasted with the exemplary model. The last two papers discuss the problems of implementing innovation. First, Susan Klein conceptualizes a nationwide network wherein various individuals play specific roles. Quality control responsibilities of developers, linkers, and users of new products are identified and discussed. Finally, Michael Fullan's paper on the problems of curriculum implementation summarizes the relevant literature and its relationship to critical elements in program implementation. Five elements of change are discussed. (JH).

ED 176 117 CE 022 780

Davidson, Naomi Berger, Ed
Supplementary Papers from the Conference on Youth Unemployment: Its Measurement and Meaning.
Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs
Pub Date—78
Pub Type—Reports—Research/Technical (143). Speeches, Conferences Papers (150)
EDRS Price—MF01/PC10 Plus Postage
Descriptors—*Employment Statistics, *Labor Market, *Statistical Analysis, *Unemployment, *Youth Employment, Employment Patterns, Employment Problems, Employment Projections, Research Reports, Trend Analysis, Wages

Nine papers presented at the conference on Employment Statistics and Youth are presented. Focusing on the meaning of unemployment counts in the U.S. the first three papers are Measurement and Interpretation of Teenage Unemployment in the United States and Other Countries, by Beatrice Reubens; What Do Teenage Unemployment Statistics Measure? by Orley Ashenfelter; and Youth Participation Rates and the Availability of Jobs, by Francine Blau. Assessing important factors which underlie the employment and unemployment statistics, the next four papers are Family Status and Labor Force Patterns, by Martha Hill; Education, Occupation, and Earnings, by David O'Shea; Alienation and Adjustment to Limited Prospects, by David Gottlieb; and Do Youth Really Want to Work? A Comparison of the Work Values and Job Perceptions of Younger and Older Men, by Patricia Miller and William Simon. Examining the long-term consequences of the employment experiences of youth, the last two papers are The Relationship between Youth Employment and Future Employability and Earnings, by Wayne Stevenson, and Employment and Earning Patterns: The Dynamics of Change, by David Farber. (LRA).

ED 176 342 CS 502 597

Newman, Robert P.
The Criticism of Foreign Policy Argument.
Pub Date—79
Pub Type—Speeches, Conferences Papers (150). Opinions/Personal Viewpoints/Position Papers/Essays (120)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Decision Making, *Foreign Policy, *International Relations, *Persuasive Discourse, Critical Thinking, Speeches, Values

This survey of the state-of-the-art of research in international relations suggests that principles of sound argumentation can apply to major decisions in foreign policy. An analysis and critique of policy arguments regarding the Cuban Missile Crisis, the China-Korea-Vietnam embroilment, and the reestablishment of diplomatic relations with mainland China are presented to point out the significance of value premises and the disregard for cogency and rationality in foreign policy decision making. (AEA).

ED 177 278 CE 016 435

Charner, Ivan And Others
An Untapped Resource: Negotiated Tuition-Aid in the Private Sector.
National Manpower Inst. Washington, D.C.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Pub Type—Reports—Research/Technical (143). Numerical/Quantative data (110)
EDRS Price—MF01/PC05 Plus Postage
Descriptors—*Collective Bargaining, *Industrial Training, *Labor Education, *Student Financial Aid, *Surveys, Adult Education, Adults, Adult Students, Business, Contracts, Employee Attitudes, Employees, Employer Attitudes, Employers, Fringe Benefits, National Surveys, Research Reports, Tables Data, Unions

Tuition aid plans that are contained in negotiated labor contracts covering one thousand or more workers were analyzed to describe their characteristics, identify barriers to worker participation, and recognize the benefits of giving employees financial aid to pursue courses offered on or off company or union premises. Procedures included a review of literature on the educational activities of workers and development of a conceptual framework for the process of tuition-aid utilization involving society, employers, unions, workers, and educators. Information was collected from matched pairs of fifty company and union officials and from 910 workers covered by the same contracts. Based on results, it is estimated that 1,600,000 workers are covered under 198 different negotiated tuition aid plans. Four types of plans were identified: tuition advancement or reimbursement, educational leave and leave-of-absence, training funds, and scholarship and educational loans. From the findings on the nature of negotiated tuition-aid in the private sector and the problems and barriers related to its use by workers, program and policy recommendations were formulated. Program recommendations focus on the need for new information delivery systems, for better counseling services, and for improvement of linkage between work site and educational providers. Policy recommendations point up need for additional research on aid and educational opportunities for adult workers, for a federal interagency panel on labor education, for greater collaboration between those initiating or operating tuition plans, and for better understanding of the issues by all members of society. (JT).

ED 177 280 CE 017 068

Gebhart, Richard Peter, Richard
Competency Based Professional Education Sequence for Newly Hired VTAE Teachers. Final Report, October 1, 1976-June 30, 1977.
Wisconsin Univ.—Stout, Menomonie. Center for Vocational, Technical and Adult Education
Spons Agency—Office of Education (DHEW), Washington, D.C. Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
Pub Date—77
Pub Type—Reports—Descriptive (141)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Beginning Teachers, *Competence, *Competency Based Teacher Education, *Teacher Certification, *Teacher Education Curriculum, *Vocational Education Teachers, Adult Educators, Curriculum Development, Inservice Teacher Education, Preservice Teacher Education, Program Descriptions
Identifiers—Wisconsin

This study was performed to develop a competency-based professional education sequence (termed "spiral curriculum") which would provide pre-service and in-service training for new vocational instruc-

tors hired directly from trade and industry. Specific objectives were (1) to identify a comprehensive list of professional education competencies needed by a vocational teacher, (2) to select survival competencies and identify the appropriate level needed for first-year teachers, (3) to structure a pre-service educational experience, (4) to develop curriculum plans for follow-up in-service training, and (5) to articulate the plan into the existing Wisconsin certification requirements. A comprehensive list of first-year survival competencies was developed for phase 1 of the spiral curriculum based on a review of studies which list professional education competencies needed by vocational teachers. Phase 2 competencies were selected for follow-up in-service and met the requirements of two courses: methods of teaching and course construction. A curriculum management system including a student competence evaluation system was devised to provide a structured framework for effective use of the performance based modules. In phase 3 students will complete courses in classroom evaluation, principles of vocational education, educational psychology, and introduction to guidance. (Competencies identified for each phase are appended.) (LRA).

ED 177 281 CE 017 110

Richardson, Harold

Community Occupational Survey: Final Report.

Northwest R-I School District, House Springs, Mo

Spons Agency—Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit

Pub Date—78

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Employment, *Employment Opportunities, *Employment Patterns, *Occupational Surveys, Labor Market, Labor Supply, Occupations, Research Reports, Secondary Education, Surveys, Vocational Education

Identifiers—Missouri (House Springs)

This study was undertaken to determine the occupational opportunities available for high school students and graduates in the Northwest R-I School District of House Springs, Missouri. Specific objectives of the survey were (1) to locate possible part-time and full-time career opportunities for youth and adults, (2) to secure occupational information for guidance purposes and curriculum revision, (3) to determine the employers' interest in adult education, and (4) to secure information for industrial and community planning. Eighty-eight and one-half percent of the businesses in the school district responded to the survey questions through personal interviews. The findings show a concentration of employment opportunities in distributive occupations (70.8) and in trade and industrial occupations (14.6). Also, it was found that there are possibly 1,171 vacancies each year due to normal employee turnover and that the employers in the school district anticipate hiring 1,192 new employees during the next year. (The complete community occupations survey, including the survey instrument, is appended.) (LRA).

ED 177 282 CE 017 693

Moore, Earl Weilman, Frank

Field Validation of the Career Education Curriculum Project Modules. Phase II. K-6 Validation. Final Report. Part I.

Missouri Univ. Columbia. Missouri Evaluation Projects

Spons Agency—Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit

Pub Date—78

Pub Type—Reports—Research/Technical (143). Tests, Questionaires, Evaluation instru ments (160)

EDRS Price—MF01/PC11 Plus Postage

Descriptors—*Career Education, *Curriculum Evaluation, *Evaluation, *Instrumentation, *Test Construction, *Test Validity, Curriculum Development, Elementary Education, Program Effectiveness, Research Reports, Teacher Attitudes, Test Results, Tests

Identifiers—Missouri Career Education Curriculum Project

Field validation of the Missouri Career Education Curriculum Project Modules, K-6, was conducted in two phases. In phase 1, three sets of evaluation instruments were produced: K-1, 2-3, and 4-6. In phase 2, the field validation of the K-6 modules was conducted (reported here). (An additional goal of phase 2 was to develop evaluation instruments for the 7-12 curriculum modules. This activity is reported in CE 017 694.) A representative sample was drawn for the field study which included a large metropolitan community, a small city, and a rural community. A total of 1,137 experimental and control subjects were tested. Due to the nature of the material and the structure of the test, 475 subjects were individually tested and 662 subjects were group tested. All control subjects were tested on all five modules. Experimental subjects were tested over the two specific modules taught to them. Finally, at the conclusion of the field testing, each teacher was requested to complete a teacher evaluation form. Several problems were encountered, such as a lack of control over what the teachers were actually teaching and a lack of time to teach all of the module material to any one class. However, overall results seemed positive. (Specific results for each grade and module are reported. Recommendations for test revisions, suggested teaching activities, and evaluators' manuals are appended.) (BM).

ED 177 283 CE 017 694

Moore, Earl Weilman, Frank

Field Validation of the Career Education Curriculum Project Modules. Phase II. 7-12 Instrument Development. Final Report. Part II.

Missouri Univ. Columbia. Missouri Evaluation Projects

Spons Agency—Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit

Pub Date—78

Pub Type—Reports—Research/Technical (143). Numerical/Quantative data (110). Tests, Questionaires, Evaluation instru ments (160)

EDRS Price—MF01/PC08 Plus Postage

Descriptors—*Career Education, *Curriculum Evaluation, *Evaluation, *Instrumentation, *Item Analysis, *Test Construction, Behavioral Objectives, Junior High Schools, Learning Modules, Research Reports, Secondary Education, Statistical Analysis, Statistical Data, Tests

Identifiers—Missouri Career Education Curriculum Project

Focusing on the measurement of outcomes rather than on module materials specifically, test items were constructed to evaluate the Career Education Modules for grades 7-12 developed by the Missouri Career Education Project. First, the stated learning objectives of the modules were converted into outcome objectives. Next, the relevant vocabulary, concepts, and principles presented in the modules were abstracted and compared with the outcome objectives. All the outcome measures were converted to behavioral objectives, which composed the initial pool of test items generated by the staff members. This pool of items was then reviewed for readability, clarity of instruction, grammatical errors, and format of questions. Revisions were made, and a final draft of each module was constructed and reviewed. Arrangements were made at a local junior high school and a local high school to provide subjects for the pilot study of the developed test items. The Item Analysis Program of the Mermac Computer Package was used to analyze the questions. All items considered too easy or too difficult according to statistical results were eliminated or revised. (Specific item analysis and comments for each module are reported. The pilot study tests are appended.) (BM).

ED 177 287 CE 018 419

Physical Accessibility of Public Supported Vocational Schools for Handicapped Students.

Associated Educational Consultants, Inc. Pittsburgh, Pa

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Access to Education, *Cost Estimates, *Facility Requirements, *Handicapped Students, *Physical Disabilities, *Vocational Schools, Building Conversion, Community Colleges, Educational Facilities, Facility Improvement, Postsecondary Education, Research Reports, Secondary Education, Vocational Education

Identifiers—Pennsylvania, Rehabilitation Act 1973

A study was conducted to (1) identify what structural changes need to be made to existing buildings in order to make vocational programs accessible to handicapped persons in Pennsylvania and (2) determine

the costs of making required structural modifications. Ten persons who were either handicapped or who were associated with programs designed for handicapped were interviewed to develop a checklist to be used by the evaluators when conducting on-site visits. The checklist consisted of a list of fifteen physical barriers for handicapped students. Site visits were conducted to seventy-eight area vocational technical schools, sixteen comprehensive high schools, and fifteen community colleges. Among the findings was that none of the schools was in full compliance with the provisions of Section 504 of the Rehabilitation Act of 1973. In order to make all vocational programs accessible to handicapped persons, it is estimated that the total cost for needed modifications is $2,562,921.00 in area vocational technical schools, $499,468.00 in community colleges, and $834,550.00 in twelve comprehensive high schools. (Tables showing items at each school not in compliance with American National Standards Institute standards and estimated costs for modifications are provided. The accessibility checklist is appended.) (LRA).

ED 177 288 CE 018 833

Abt, Phyllis J. Comp. And Others

Occupational Analysis of Colorado Homemakers Utilizing the DACUM Approach. Publication Number OA10.

Colorado State Univ. Ft. Collins. Curriculum Materials Service

Spons Agency—Colorado State Board for Community Colleges and Occupational Education, Denver. Div. of Occupational Education

Pub Date—78

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC09 Plus Postage

Descriptors—*Educational Research, *Homemaking Skills, *Interviews, *Task Analysis, American Indians, Blacks, Low Income Groups, Males, Mexican Americans, One Parent Family, Parents, Research Reports, Rural Population, Spanish Americans, Workshops

Identifiers—Colorado, Design a Curriculum

A project was conducted to identify the commonalities and uniqueness of tasks performed by homemakers throughout Colorado. Initial data was collected from ten subgroups of the Colorado homemaking population: rural, low income, male, single/before children, couple/during children, single parent, after children, Hispanic, Black, and Native American. Each group participated in a two-day Design a Curriculum (DACUM) workshop to develop a chart of occupational responsibilities by first identifying the major homemaking competencies and then prioritizing them according to importance. From the ten charts that were developed an interview format was established, and interviews with 195 randomly selected homemakers in Colorado were conducted. Analysis of the interview data showed that tasks associated with personal hygiene, feeding pets, and preparing meals for the family were performed most frequently. Selecting housing, caring for infants and small children, and moving household goods required the most time. From the results of the study it was concluded that the DACUM approach was an effective means of analyzing the occupation of homemaking. (Author/JH).

ED 177 292 CE 020 120

Vocational and Bilingual Curriculum Development: A Cooperative Effort. Final Report.

New York Univ. N.Y. Dept. of Technology and Industrial Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—G007604316

Note—56p.; Appendix materials may not reproduce well due to small type; For a related document see CE 020 121

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Bilingual Education, *Curriculum Development, *Guides, *Translation, *Vocational Education, Formative Evaluation, Instructional Materials, Material Development, Models, Needs Assessment, Non English Speaking, Secondary Education

Two objectives of this bilingual vocational education project were to modify and translate vocational education curricula for bilingual students and students of limited English speaking ability and to document the process of material modification and translation in a procedural manual. A needs assessment was conducted at the secondary level surveying bilingual programs, students, and teachers in New York City schools. A search for suitable curricula to adapt for use of students of limited English speaking ability resulted in identification of materials on welding, marketing, auto body repair, receiver-drier, power mechanics, graphic arts, French knife, and auto mechanics. These were translated into Spanish and French. Problems encountered in translation included vocabulary (standard or vernacular) use, cultural accuracy, whether to use French or Creole, and format. Problems were documented and solutions provided in the curriculum development manual, which covers six topics: needs assessment, materials acquisition analysis, modification, materials translation, materials production, and field testing. Appended are the needs assessment data on bilingual vocational programs in New York City schools and a copy of the survey instrument. The manual is available separately as CE 020 121. (FP).

ED 177 293 CE 020 122

Course of Study Project. Final Report. Vocational-Technical Education Departmental Report, Vol. 17, No. 18.

Pennsylvania State Univ. University Park. Div. of Occupational and Vocational Studies

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—79

Pub Type—Reports—Descriptive (141). Reports—Research/Technical (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Course Content, *Curriculum Development, *Program Content, *Program Validation, *Vocational Education, Appliance Repairing, Auto Mechanics, Building Trades, Commercial Art, Competency Based Education, Curriculum Guides, Graphic Arts, Postsecondary Education, Regional Schools, Research Reports, Vocational Schools, Welding

Identifiers—Pennsylvania

Designed for use by area vocational-technical schools and other vocational programs, this project developed courses of study in eight occupational areas: commercial art, appliance repair, automotive mechanics, graphic arts, building trades maintenance, building construction trades, diesel mechanics, and welding. Course-of-study development committees composed of one instructor from each of the three regions of Pennsylvania were formed for each occupational area to be developed. Each committee developed a course outline for its occupational area based on a job and trade analysis. This outline was reviewed and validated by state teachers in that occupational area before the total course of study was developed. In addition to the reviews by teachers, 100-150 tradesmen presently working in the trade reviewed the courses of study. Among factors contributing to the conduct of the project were findings that the courses of study were well received by vocational teachers throughout the state and that the cost of completing a course of study decreased every year for the five-year duration of the project. The project's three objectives—(1) provide a guide to assist beginning and established teachers in the delivery of a complete and reliable education in their occupational speciality areas; (2) continue phase II of the areas developed in the past year and expand the job and trade analysis into a complete course of study; (3) provide a base for which occupational competencies could be identified and established in the future—were considered to have been met. The questionnaire used to evaluate the courses of study and workshops is appended. (LRA).

ED 177 294 CE 020 123

Vocational Rehabilitation of the Hearing Impaired Mentally Retarded. Final Report, 10/1/76 to 12/31/77.

Illinois State Dept. of Mental Health and Developmental Disabilities, Springfield

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—G007604434

Note—53p.; Not available in paper copy due to thin type

Pub Type—Reports—Research/Technical (143). Tests, Questionaires, Evaluation instru ments (160)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Behavior Rating Scales, *Hearing Impairments, *Men-

tal Retardation, *Rehabilitation, *Test Construction, Adolescents, Adults, Daily Living Skills, Evaluation, Group Experience, Interpersonal Competence, Job Skills, Mathematics, Normalization Handicapped, Placement, Testing, Test Reliability, Test Validity, Vocational Maturity

The Rehabilitative Skills Inventory (RSI) was developed and tested as an assessment tool to measure the proficiency of hearing impaired mentally retarded (HIMR) in several skill areas related to successful functioning in a community living facility. The areas covered are mathematics and money skills, vocational performance, vocational behavior, community skills, and daily living skills. The authors compiled an initial inventory of items that sampled those skills they believed were essential for successful independent living in a community situation for their HIMR clients. Three HIMR groups (children, adolescent/adults, and a halfway house group) and one (mentally retarded) control group were used for testing and refining the scaled inventory over a seven-month period. Subjects and evaluators were from the Dixon Developmental Center in Illinois. Analysis of data indicates good inter-rater and test-retest reliability as well as good concurrent validity with other measures that assess adaptive behavior (e.g. the Fairview Self Help Scale and the San Francisco Vocational Competency Scale). The authors conclude that the RSI has unique features for measuring readiness of HIMR clients for community living. (Included are a copy of the RSI, test data, and instructions for raters.) (FP).

ED 177 300 CE 021 692

SAM (Student Accountability Model), COPES (Community College Occupational Programs Evaluation System), & You.

California Community Colleges, Sacramento. Office of the Chancellor. Los Angeles Community Coll. District, Calif

Pub Date—78

Pub Type—Reports—Descriptive (141). Reports—Evaluative/Feasibility (142)

EDRS Price—MF01/PC16 Plus Postage

Descriptors—*Community Colleges, *Evaluation Methods, *Program Evaluation, *Vocational Education, *Vocational Followup, Classification, College Curriculum, Data Collection, Data Processing, Employer Attitudes, Failure, Models, Program Descriptions, Program Effectiveness, Program Improvement, Success, Two Year Colleges

Identifiers—Community College Occupational Programs Eval Syst, Student Accountability Model

This manual contains information on two evaluation systems for occupational programs at California community colleges. For the first, COPES (Community College Occupational Programs Evaluation System), which is a self-evaluation process, a guide is provided as well as a set of seven evaluation forms for the college president, faculty, counselors and administrators, part-time instructors, students, advisory committee members, and a site visitation team. The guide delineates the various steps in the COPES study that ultimately result in a written report summarizing the strengths of the college occupational programs, their priority needs for improvement, and the responses of the evaluation forms. For the second, SAM (Student Accountability Model), which is a followup evaluation, an operations manual is included as well as various forms and code listings. The manual describes SAM's major components: (1) a classification of occupational courses; (2) student followup for non-continuing students according to college major and academic accomplishment for the previous year; and (3) employer feedback. In the booklet "SAM, COPES & You" both systems are explained with emphasis on their data collection techniques, which improve the community colleges' ability to measure the performance of their vocational courses. (ELG).

ED 177 301 CE 022 094

Hart, Gaye, Ed

School-to-Work Transition. Conference Proceedings (Monash University, August 18-19, 1978).

Monash Univ. Clayton, Victoria (Australia)

Pub Date—78

Available from—Publications, Centre for Continuing Education, Monash University, Clayton, Victoria, Australia 3168 ($3.00)

Pub Type—Collected Works—Proceedings (021)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Career Development, *Career Education, *School Business Relationship, *Youth Employment, Conference Reports, Cooperation, Education Work Relationship, Employment Programs, Relevance Education, Work Experience Programs, Youth

Identifiers—Australia

Proceedings of the School-to-Work Transition Conference held at Monash University in Australia are presented. Following the conference program, eight presentations from the conference are given. Presentations were as follow: (1) School-to-Work Transition—Introduction, by Alan Wright, summarizes the themes, strategies in planning, and important features of the conference; (2) From the Stop-Gap to the Long-Term, by Charles Beltz, focuses on how employers, unions, teachers, parents, and students can make contributions to an easier school-to-work transition; (3) School-to-Work Transition—The Role of Work Experience Programmes, by Peter Cole, addresses the question of work experience being a new approach to curriculum development; (4) School-to-Work Transition: An Industry View, by Malcolm King, discusses the difficulties and needs associated with the school-to-work transition; (5) Collaborative Effort in Career Education—A Discussion Paper, by Gaye Hart, focuses on the collaborative effort between the business-industry-labor community and the education system in implementing career education; and (6) Dialogue between the School and the World of Work, by Gaye Hart, presents the findings of a project that was to encourage dialogue between teachers and employers to identify curriculum strategies relevant to the school-to-work transition. A brief perspective on the conference presented by Richard Belshaw concludes the document. (LRA).

ED 177 302 CE 022 271

Spooner, Kendrick L. Shaper, Jeffrey E.

Wyoming Experience-Based Career Education Evaluation Handbook.

Wyoming State Dept. of Education, Cheyenne

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—400-76-0155

Note—130p.; For related documents see CE 022 272-273

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Collected Works—Serials (022)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Career Education, *Curriculum Evaluation, *Evaluation Methods, *Experiential Learning, *Program Effectiveness, *Program Evaluation, * Administrator Guides, Data Analysis, Data Collection, Elementary Secondary Education, Guidelines, Measurement Instruments, Reports, Sampling, Site Analysis

Identifiers—Wyoming

This evaluation handbook is the third in a series of three handbooks developed for individuals, school districts, and agencies interested in implementing career education programs. It is a user's manual with easy-to-follow directions for the implementation of specific evaluation activities. The handbook is divided into the following nine sections: (1) evaluation plan; (2) evaluation designs; (3) sampling; (4) instrumentation; (5) data collection; (6) data analysis; (7) site review; (8) program status review; and (9) report writing. A brief introduction provides an overview of the handbook and describes its organization. Both product and process evaluation are dealt with in this handbook. The overall intent is to provide information local administrators can use to evaluate the impact of career education and the effectiveness of the implementation of career education. Each section can be used independently or as a reference. (BM).

ED 177 303 CE 022 272

Ryan, John Spooner, Kendrick L.

Wyoming Experience-Based Career Education Planning Handbook.

Wyoming State Dept. of Education, Cheyenne

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—400-76-0155

Note—90p.; For related documents see CE 022 271-273

Pub Type—Guides/Methods/Techniques—Non-Classroom Use

(055). Collected Works—Serials (022)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—*Career Education, *Experiential Learning, *Needs Assessment, *Program Development, *Program Proposals, *Project Applications, Elementary Secondary Education, Program Design, Recordkeeping
Identifiers—Wyoming

This planning handbook is first in a series of three handbooks developed for individuals, school districts, and agencies interested in implementing career education programs. This handbook is divided into the following four units: (1) needs analysis; (2) model selection; (3) work plan development; and (4) application form and procedures. A brief introduction provides an overview of the handbook and includes a flowchart of the activities. A bibliography of references is also included. The purpose of the planning handbook is to provide school district personnel with information which will guide them through the various steps required to apply for experience-based career education funds. (BM).

ED 177 304 CE 022 273

Shafer, Jeffrey E. Spooner, Kendrick L.
Wyoming Experience-Based Career Education Implementation Handbook.
Wyoming State Dept. of Education, Cheyenne
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—400-76-0155
Note—126p. ; For related documents see CE 022 271-272
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Collected Works—Serials (022)
EDRS Price—MF01/PC06 Plus Postage
Descriptors—*Career Education, *Experiential Learning, *Objectives, *Program Administration, *Program Budgeting, *Program Development, Administrator Guides, Advisory Committees, Community Resources, Curriculum Development, Elementary Secondary Education, Guidelines, Information Dissemination, Public Relations, Staff Development, Staff Utilization
Identifiers—Wyoming

This implementation handbook is second in a series of three handbooks developed for individuals, school districts, and agencies interested in implementing career education programs. This handbook is divided into the following eight units: (1) clarification of program objectives; (2) management planning; (3) budgeting; (4) staff development; (5) materials development/selection; (6) community resource development; (7) advisory committee selection; and (8) dissemination and public relations. A brief introduction provides an overview of the handbook and identifies the Wyoming State Department of Education Goals for implementation, goals for experience-based career education, and student objectives/outcomes. The suggestions included in this handbook are intended to serve as guidelines and are designed to be extended and/or modified to address the specific needs of the user. (BM).

ED 177 306 CE 022 367

Echternacht, Lonnie Lang, Mary Jane
Word Processing for Business and Office Education Block-Time Programs. Instructional Materials in Word Processing. EPDA 553 Project.
Missouri Univ. Columbia. Dept. of Practical Arts and Vocational-Technical Education
Pub Date—78
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC06 Plus Postage
Descriptors—*Business Education, *Business Skills, *Instructional Materials, *Learning Activities, *Office Occupations, *Program Development, Curriculum Guides, Postsecondary Education
Identifiers—Word Processing

Designed to serve as a supplement to published materials currently available, this word processing instructional/learning materials guide is divided into five major sections: word processing equipment, dictation techniques, case problems in word processing, career opportunities in word processing, and phases in establishing an instructional word processing center. Included in sections 1, 2, and 4 are suggested course objectives, a course outline, student learning activities and materials, and student evaluation activities. Section 3 provides fifteen case problems which provide (1) situations for analyzing the five phases of word processing, (2) human relations situations, and (3) situations directly involved with the input and output of word processing. The fifth section contains a survey to determine word processing needs of area businesses and a prospective student survey for word processing programs. A glossary of selected word processing terms is included along with a list of sources of word processing films and a selected bibliography of instructional materials. (LRA).

ED 177 307 CE 022 401

Louisiana Occupational Training Information System. Phase V, Net Manpower Needs, 1979.
Louisiana Tech Univ. Ruston, Coll. of Administration and Business
Spons Agency—Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education
Pub Date—79
Pub Type—Reports—Research/Technical (143). Numerical/Quantative data (110)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Demand Occupations, *Employment Projections, *Employment Statistics, *Statewide Planning, *Vocational Education, Business, Data Analysis, Data Collection, Employment Patterns, Industry, Occupational Surveys, Statistical Data, Surveys
Identifiers—Louisiana

The Louisiana Occupational Training Information System (LOTIS) has provided a series of analyses of current employment, demand for replacement personnel, and supply of workers in each state planning district and for each occupational category. Phase five of LOTIS gathered data for basically all non-agricultural workers in the state. The survey sample was stratified by Standard Industrial Classification, by firm size, and by economic development district. Firms within each stratification were selected randomly, with approximately 1,200 business firms and various federal, state, and local government agencies being included. Current employment and one-year demand data were obtained through mail questionnaires, telephone interviews, and in-person contacts. These data were provided by individual business firms, professional certification boards, licensing boards, trade association directories, informal trade suppliers, union officials, federal agencies, state agencies, and local government agencies. Supply data were provided by the Louisiana State Department of Vocational Education. After employment components were determined, complete inventories were used to validate the sampling methodology. The preliminary results were used by the Vocational Education Division as a part of the 1979-80 State Plan. (The final results are presented and analyzed in this report.) (BM).

ED 177 308 CE 022 474

Hales, James
Development of Model Policies, Procedures, and Agreements Which Enhance Student Articulation between Secondary and beyond Secondary Vocational Education Programs and between Public School and College Vocational Education Programs Offered beyond the Secondary Level. Final Report.
Fairmont State Coll. W. Va
Spons Agency—West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education
Pub Date—79
Contract—BVTAE-76-WV-78-R-6
Note—32p
Pub Type—Reports—Descriptive (141)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Articulation Education, *Cooperative Programs, *Coordination, *Program Development, *Vocational Education, Colleges, Models, Postsecondary Education, Program Descriptions, Program Improvement, Public Schools, Secondary Education
Identifiers—West Virginia

The purpose of this project was to develop a set of model policies, procedures, and agreements that would enhance student articulation

among and between secondary and postsecondary vocational education programs. The project was divided into four phases. In the first phase, a nationwide search and review of existing articulation programs and literature was conducted. From this review, a model outline was constructed based on the following five areas of articulation: (1) counseling/orientation, (2) admission requirements, (3) granting of credit, (4) duplication of effort, and (5) job placement and follow-up. Phase 2 consisted of a series of five work sessions with support personnel, vocational center guidance personnel, and college admission and recruitment personnel which developed model articulation policies, procedures, and agreements. The third phase consisted of a series of in-service sessions with vocational faculty members to review and revise the proposed agreements. Phase four was the final compiling and editing of the articulation agreement which contains specific guidelines in each of the five areas of articulation. (Appended material includes the articulation agreement, articulation checklist, recommended planning schedule, and instruction format.) (LRA).

ED 177 310 CE 022 546

Morrison, Phyllis

Guidelines for the Organization and Administration of Competency-Based Vocational Business Education Programs for Adults.

Pennsylvania State Dept. of Education, Harrisburg

Pub Date—79

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Adult Basic Education, *Adult Education, *Adult Programs, *Business Education, *Competency Based Education, *Demonstration Programs, Evening Programs, Guidelines, Needs Assessment, Student Evaluation

Identifiers—Pennsylvania

The purpose of these guidelines is to suggest to school districts what should be done to implement a competency based vocational business education program for adults. It also provides guidelines for those districts wanting to organize and administer such a program in their own localities. Ten guidelines are presented in the following areas: (1) adult business education—state of the art, (2) implementing competency based business education, (3) providing adult basic education in a competency based adult vocational business education program, (4) providing competency based measurement, (5) assessing entry level jobs, (6) designing competency based instructional materials, (7) implementing competency based business education programs for adults in an evening school, and (8) implementing competency based business education programs for adults in day schools. In addition, a model competency based adult business education program in an evening school and a model program in a day school are provided. The final section, on teaching adults, provides an example set of guidelines for teaching an adult typewriting program. (LRA).

ED 177 312 CE 022 623

Distributive Education. Customer Services. Instructor's Curriculum.

Missouri Univ. Columbia. Instructional Materials Lab

Report No.—DE-28-1

Pub Date—79

Available from—Instructional Materials Laboratory, University of Missouri-Columbia, 10 Industrial Education Building, Columbia, Missouri 65211 ($4.00)

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Tests, Questionaires, Evaluation instruments (160)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Competency Based Education, *Distributive Education, *Public Relations, *Teaching Methods, Behavioral Objectives, Instructional Materials, Merchandising, Salesmanship, Secondary Education, Teaching Guides, Tests

Identifiers—Customer Services

This distributive education performance-based instructional unit on customer services contains six lesson plans, each based on a 55-minute class period. The lesson plans cover the following information: (1) purpose of customer services; (2) types of customer services; (3) the influence customer services has on the store's image; (4) the costs involved in offering different customer services; (5) who ultimately pays for customer services; and (6) types of retail stores and the customer services offered by each type. Each unit includes most of the following elements: information sheets, assignment sheets, transparency masters, key and answer sheets, and teacher reference sheets. A list of terminal and enabling objectives and a pre-assessment instrument and key precede the lesson plans. Optional activities, a bibliography, a post-assessment instrument, and key and unit evaluation are included at the end of the unit. (BM).

ED 177 313 CE 022 624

Distributive Education. Physical Distribution. Instructor's Curriculum.

Missouri Univ. Columbia. Instructional Materials Lab

Report No.—DE-26-1

Pub Date—79

Available from—Instructional Materials Laboratory, University of Missouri-Columbia, 10 Industrial Education Building, Columbia, Missouri 65211 ($4.00)

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Tests, Questionaires, Evaluation instruments (160)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Career Awareness, *Competency Based Education, *Delivery Systems, *Distributive Education, *Marketing, *Storage, Behavioral Objectives, Instructional Materials, Occupational Information, Orientation Materials, Secondary Education, Teaching Guides, Teaching Methods, Tests

This distributive education performance-based instructional unit is designed to help students understand the system of physical distribution and to act as an aid to guiding students in preparing for future careers in the transportation industry dealing with the retail, wholesale, and service occupations. (Physical distribution involves the moving and storage of goods, services, and people.) This guide includes seven lesson plans, each based on 55-minute class periods. The lesson plans cover the following information: occupations in transportation pertaining to marketing and distribution; activities involved in warehousing and merchandise-handling; basic types of carriers used in transportation; the appropriate steps necessary to transport a product from a producer to the retail store; and the requirements necessary to enter specific transportation industry careers dealing with retail, wholesale, and service occupations. Each lesson plan includes most of the following items; information sheets, assignment sheets, transparency masters, key and answer sheets, and teacher reference sheets. A list of terminal and enabling objectives and a pre-assessment instrument and key precede the lesson plans. Optional activities, a bibliography, a post-assessment instrument and key, and a unit evaluation are included at the end of the unit. (BM).

ED 177 314 CE 022 642

Carvell, Fred And Others

Technical Report on Research to Identify, Analyze, and Disseminate Information about Opportunities for Males and Females in Nontraditional Occupations. July 1978 through June 1979.

Carvel Education Management Planning, Inc. Los Altos, Calif

Sponsoring Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. California State Dept. of Education, Sacramento. Div. of Vocational Education

Pub Date—79

Pub Type—Reports—Research/Technical (143). Opinions/Personal Viewpoints/Position Papers/Essays (120)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Career Counseling, *Employment Opportunities, *Equal Education, *Nontraditional Occupations, *Vocational Education, Attitudes, Career Guidance, Employment Patterns, Employment Statistics, Enrollment, Enrollment Influences, Higher Education, Information Dissemination, Interviews, Program Improvement, Research Reports, Secondary Education, Sex Discrimination

Identifiers—California

This project was conducted to improve the quality and availability of information pertaining to opportunities in nontraditional occupations for use by teachers, counselors, and interested students. The major project objectives were (1) to review current employment patterns in California to identify nontraditional occupations; (2) to collect and analyze useful information about the possible and extraor-

dinary job demands related to psychological, social, and physical requirements of nontraditional occupations; and (3) to assemble the information revealed by the research into a helpful format suited for use by teachers, counselors, and interested students. Provisions were made for collecting both factual and attitudinal information from educators, students, employers, and employees. Factual data were related to employment statistics and enrollment data for vocational programs in secondary schools and community colleges. Attitudinal information was related to ideas and opinions obtained from persons interviewed. All major study objectives were attained within the timeline and resources allocated. (Appended are sample interview guides, statistical data, lists of participants, a sample copy of reviewer comment sheet, and a sample copy of the dissemination brochure for the guidebook.) (BM).

ED 177 315 CE 022 751

Harrison, Laurie R. And Others

Primary Data of the Vocational Equity Study. Final Report: Volume I.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—AIR-66600-4/79-FR

Pub Date—79

Contract—300-77-0318

Note—613p. ; Some tables will not reproduce well due to small, light type; For related documents see CE 022 752-755

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF03/PC25 Plus Postage

Descriptors—*Research Methodology, *Sex Discrimination, *Sex Stereotypes, *Vocational Education, Data Collection, Federal Legislation, National Surveys, Program Evaluation, Research Reports, Sex Fairness, State Agencies

Identifiers—Education Amendments 1976

This volume describes the methods and results of the congressionally mandated study of the nature and extent of sex discrimination and stereotyping in vocational education, and efforts which are being made to eliminate inequities. Following an introduction to the report, part 2 presents the findings and their interpretations organized into six sections: section A focuses on state level data; section B focuses on the local education agency level; section C covers the school level data; section D discusses interviewees' opinions and perceptions of sex equity; section E contains suggestions concerning possible productive approaches; and section F describes constraints that are viewed by vocational educators as limiting or retarding equity in vocational education. Finally, part 3 presents the summary and conclusions in terms of the study's objectives. (JH).

ED 177 316 CE 022 752

Steiger, JoAnn And Others

Literature and Secondary Data Review of the Vocational Education Equity Study. Final Report: Volume II.

Steiger, Fink, and Kosecoff, Inc. McLean, Va

Spons Agency—American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif. Office of Education (DHEW), Washington, D.C.

Report No.—AIR-66600-3/79FR(2)

Pub Date—79

Contract—300-77-0318

Note—261p. ; Some of the tables in this document will not reproduce well due to small, broken type; For related documents see CE 022 751-755

Pub Type—Reports—Research/Technical (143). Information analyses/State-of-the-Art Materials (070)

EDRS Price—MF01/PC11 Plus Postage

Descriptors—*Sex Discrimination, *Sex Stereotypes, *Vocational Education, Data Collection, Educational History, Federal Legislation, Literature Reviews, Research Reports, Sex Fairness, Sex Role

Identifiers—Education Amendments 1976

This report provides a review of the literature and secondary data on sex discrimination and stereotyping in vocational education. Chapter 1 provides an executive summary of the findings of the review of secondary data. Chapter 2 presents findings, organized according to eighteen major topics used to guide the search for data. Some of the topics include the following: number of males and females with jobs in occupations for which vocational students are trained, male and female students' vocational competencies, and employers' satisfaction with male and female employees who graduated from vocational programs. Chapter 3 presents a review of the literature on sex role socialization. Review topics include some of the following: women in the labor force, sex fairness in education, and sex roles and career choice. Chapter 4 reviews the history of the sex fairness of the vocational education portion of the Education Amendments of 1976, presenting the specific language of relevant sections of the law and regulations. Finally, the bibliography for chapters 2 (by topic), 3, and 4 concludes the document. (JH).

Indexes

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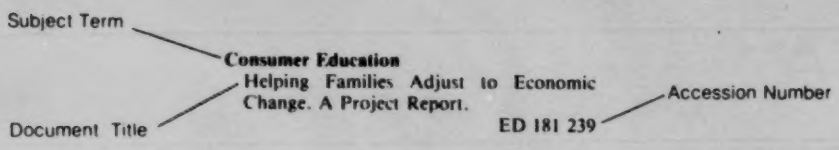
This index lists titles of documents under the major subject terms assigned to characterize their contents. The terms are taken from the *Thesaurus of ERIC Descriptors* and are in alphabetical order. As shown in the example, the accession number is displayed below and to the right of the title. Additional information about the document can be found under that number in the resume section. The symbol / / appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service nor in the ERIC microfiche collection.



Academic Achievement

From School to Work: A Review of Major Research in Australia. Australian Education Review, No. 13.
ED 176 112//

Access to Education

Physical Accessibility of Public Supported Vocational Schools for Handicapped Students.
ED 177 287

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Small Business Ownership Management Entrepreneurship. A Model for Vocational Education Program Development in Entrepreneurship.
ED 174 855

Administrative Problems

A Study of the Administration and Operation of Vocational-Technical Education Programs. (Interim BOAE Report).
ED 176 070

Training Local Vocational Administrators in Cost-Benefit Analysis of Vocational Programs. Final Report, May 1, 1978 to June 30, 1979.
ED 176 061

Administrator Attitudes

Interaction of Sex Role Bias in Attitudes of Vocational Educators and Students Associated with Students' Entry in Non-Stereotyped Programs of Vocational Education. Final Report.
ED 176 107

Pedagogical Competencies: Instructional Alternatives for Vocational Teachers Serving the Disadvantaged. Executive Summary.
ED 174 857

Administrator Education

Training Local Vocational Administrators in Cost-Benefit Analysis of Vocational Programs. Final Report, May 1, 1978 to June 30, 1979.
ED 176 061

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Guidelines for the Organization and Administration of Competency-Based Vocational Business Education Programs for Adults.
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Guidelines for the Organization and Administration of Competency-Based Vocational Business Education Programs for Adults.
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Exploring Agribusiness and Natural Resources. Competency Based Education Curriculum. Student Material.
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Exploring Agribusiness and Natural Resources. Competency Based Education Curriculum. Teacher's Guide.
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Resource Guide to Competency-Based Vocational Education: Agriculture.
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Tractor Mechanic—Student Material. Competency Based Education Curriculum.
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ED 174 842

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World Foods—Regional and American Foods. Instructor's Guide.
ED 174 860

Ancillary Services

Supportive Services for Special Needs Students in Mainstreamed Vocational Education Programs: Guidelines for Implementation.
ED 174 836

Supportive Services for Special Needs Students in Mainstreamed Vocational Programs. Final Report.
ED 174 835

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World Foods—Regional and American Foods. Instructor's Guide.
ED 174 860

Articulation Education

Automotive Mechanics Articulation. A List of Tasks for Industrial Arts, Trades & Industry and Community College Instruction.
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Development of Model Policies, Procedures, and Agreements Which Enhance Student Articulation between Secondary and beyond Secondary Vocational Education Programs and between Public School and College Vocational Education Programs Offered beyond the Secondary Level. Final Report.
ED 177 308

Education and Training: A Guide to Interinstitutional Cooperation. Final Report.
ED 174 831

Imperatives in Vocational Education.
ED 174 861

Attitude Change

Affecting Work Attitudes, Work Habits,

and Employability Skills of the Rural Vocational Learner. Final Report.
ED 174 856

Modifying Attitudes toward Sex Stereotypes in Vocational Education (MASSIVE). Final Report.
ED 176 047

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Modifying Attitudes toward Sex Stereotypes in Vocational Education (MASSIVE). Final Report.
ED 176 047

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Auto Body Repair—Student Material. Competency Based Education Curriculum.
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Auto Body Repair—Teacher's Guide. Competency Based Education Curriculum.
ED 174 839

Auto Mechanics

Automotive Mechanics Articulation. A List of Tasks for Industrial Arts, Trades & Industry and Community College Instruction.
ED 174 832

Beginning Teachers

Competency Based Professional Education Sequence for Newly Hired VTAE Teachers. Final Report, October 1, 1976-June 30, 1977.
ED 177 280

Behavior Rating Scales

Vocational Rehabilitation of the Hearing Impaired Mentally Retarded. Final Report. 10/1/76 to 12/31/77.
ED 177 294

Bilingual Education

Vocational and Bilingual Curriculum Development: A Cooperative Effort. Final Report.
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The Demographic Composition of Cyclical Variations in Employment.
ED 176 085

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From School to Work: A Review of Major Research in Australia. Australian Education Review, No. 13.
ED 176 112//

Modifying Attitudes toward Sex Stereotypes in Vocational Education (MASSIVE). Final Report.
ED 176 047

Career Counseling

Technical Report on Research to Identify, Analyze, and Disseminate Information about Opportunities for Males and Females in Nontraditional Occupations. July 1978 through June 1979.
ED 177 314

Career Development

Career and Occupational Development Technical Report: Summary Volume. Career and Occupational Development Report No. 05-COD-21.
ED 176 019

School-to-Work Transition. Conference Proceedings (Monash University, August 18-19, 1978).
ED 177 301

Sex Role Values in the Career Decision-Making Process. Final Report.
ED 176 109

Career Education

Career Education Programs That Work.
ED 176 021

A Curriculum Guide for Industrial Arts in the Elementary School.
ED 176 003

Field Validation of the Career Education Curriculum Project Modules. Phase II. 7-12 Instrument Development. Final Report. Part II.
ED 177 283

Field Validation of the Career Education Curriculum Project Modules. Phase II. K-6 Validation. Final Report. Part I.
ED 177 282

Reducing Sex Stereotyping in Career Education: Some Promising Approaches to Persistent Problems.
ED 174 854

School-to-Work Transition. Conference Proceedings (Monash University, August 18-19, 1978).
ED 177 301

Wyoming Experience-Based Career Education Evaluation Handbook.
ED 177 302

Wyoming Experience-Based Career Education Implementation Handbook.
ED 177 304

Wyoming Experience-Based Career Education Planning Handbook.
ED 177 303

12 Steps to Career Education: A Step-by-Step Process Handbook That Enables LEAs to Plan and to Develop Comprehensive Career Education Programs.
ED 176 020

Career Exploration

Exploring Agribusiness and Natural Resources. Competency Based Education Curriculum. Teacher's Guide.
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Exploring Agribusiness and Natural Resources. Competency Based Education Curriculum. Student Material.
ED 174 838

Career Planning

Sex Role Values in the Career Decision-Making Process. Final Report.
ED 176 109

Child Caregivers

Child Care Worker. Supplemental Individualized Student Modules.
ED 176 043

Citation Indexes

Resources in Vocational Education, 1978. Annual Index, 1978.
ED 176 094

Collective Bargaining

An Untapped Resource: Negotiated Tuition-Aid in the Private Sector.
ED 177 278

Community Colleges

Automotive Mechanics Articulation. A List of Tasks for Industrial Arts, Trades & Industry and Community College Instruction.
ED 174 832

SAM (Student Accountability Model), COPES (Community College Occupational Programs Evaluation System), & You.
ED 177 300

Competence

Competency Based Professional Education Sequence for Newly Hired VTAE Teachers. Final Report, October 1, 1976-June 30, 1977.
ED 177 280

Competency Based Education

Auto Body Repair—Student Material. Competency Based Education Curriculum.
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Auto Body Repair—Teacher's Guide. Competency Based Education Curriculum.
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Legal Secretary—Student Material. Competency Based Education Curriculum.
ED 174 834

Legal Secretary—Teacher's Guide. Competency Based Education Curriculum Guide.
ED 174 833

A Project to Develop Performance Based Instruction through Task Analysis and In-Service Programs. Final Report.
ED 174 830

Student Material for Competency-Based Education Curriculum for Nursing Assistant. Second Edition.
ED 174 843

Teacher's Guide for Competency-Based Education Curriculum for Nursing Assistant. Second Edition.
ED 174 844

Tractor Mechanic—Student Material. Competency Based Education Curriculum.
ED 174 841

Tractor Mechanic—Teacher's Guide. Competency Based Education Curriculum.
ED 174 842

Competency Based Teacher Education

Competency Based Professional Education Sequence for Newly Hired VTAE Teachers. Final Report, October 1, 1976-June 30, 1977.
ED 177 280

Development of an Evaluation Model for Competency-Based Instruction. Final Report, July 1, 1978 through June 30, 1979.
ED 176 086

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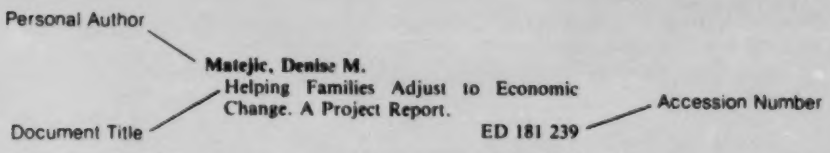

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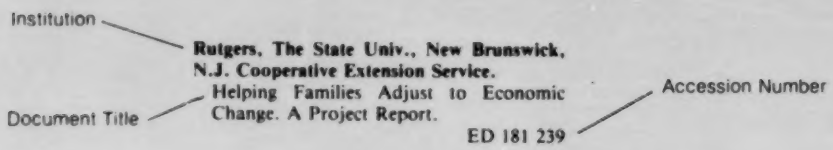
Institution
Rutgers, The State Univ., New Brunswick, N.J. Cooperative Extension Service.
Document Title
Helping Families Adjust to Economic Change. A Project Report.
Accession Number
ED 181 239

Abt Associates, Inc. Cambridge, Mass.

Evaluation of the Skill Training Improvement Program (STIP), Phase I: Starting Up.
ED 176 064

American Association of Community and Junior Colleges, Washington, D.C.

Education and Training: A Guide to Interinstitutional Cooperation. Final Report.
ED 174 831

American Institutes for Research in the Behavioral Sciences, Los Angeles, Calif.

A Prescriptive Catalog of Instructional Materials Recommended for Use in the Job Survival Skills Program of the California Youth Authority.
ED 176 009

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Primary Data of the Vocational Equity Study. Final Report: Volume I.
ED 177 315

Arizona State Univ. Tempe. Div. of Industrial Design and Technology.

Automotive Mechanics Articulation. A List of Tasks for Industrial Arts, Trades & Industry and Community College Instruction.
ED 174 832

Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.

Competency Based Competitive Events. Integrating DECA into the DE Instructional Program.
ED 176 001

Arkansas Univ. Fayetteville.

Competency Based Competitive Events. Integrating DECA into the DE Instructional Program.
ED 176 001

Small Business Ownership Management Entrepreneurship. A Model for Vocational Education Program Development in Entrepreneurship.
ED 174 855

Associated Educational Consultants, Inc. Pittsburgh, Pa.

Physical Accessibility of Public Supported Vocational Schools for Handicapped Students.
ED 177 287

Student Material for Competency-Based Education Curriculum for Nursing Assistant. Second Edition.
ED 174 843

Teacher's Guide for Competency-Based Education Curriculum for Nursing Assistant. Second Edition.
ED 174 844

Australian Council for Educational Research, Hawthorn.

From School to Work: A Review of Major Research in Australia. Australian Education Review, No. 13.
ED 176 112//

California Community Colleges, Sacramento. Office of the Chancellor.

SAM (Student Accountability Model), COPES (Community College Occupational Programs Evaluation System), & You.
ED 177 300

California State Dept. of the Youth Authority, Sacramento.

Job Survival Skills of Youthful Offenders: A Needs Assessment and Curriculum Development Project. Final Report.
ED 176 011

Teachers Guide (Modules 1-5) for the Job Survival Skills Curriculum.
ED 176 010

California State Univ. Sacramento. Inst. for Human Service Management.

Research for Women: Sex Stereotyping, Non-Traditional Jobs, and Vocational Training. Final Report.
ED 176 060

Carvel Education Management Planning, Inc. Los Altos, Calif.

Technical Report on Research to Identify, Analyze, and Disseminate Information about Opportunities for Males and Females in Nontraditional Occupations. July 1978 through June 1979.
ED 177 314

Central Connecticut State Coll. New Britain.

A Curriculum Guide for Industrial Arts in the Elementary School.
ED 176 003

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Child Care Worker. Supplemental Individualized Student Modules.
ED 176 043

Food Service Worker. Supplemental Individualized Student Modules.
ED 176 044

Colorado State Univ. Ft. Collins.

Training Local Vocational Administrators in Cost-Benefit Analysis of Vocational Programs. Final Report, May 1, 1978 to June 30, 1979.
ED 176 061

Colorado State Univ. Ft. Collins. Curriculum Materials Service.

Occupational Analysis of Colorado Homemakers Utilizing the DACUM Approach. Publication Number OA10.
ED 177 288

Conserva, Inc. Raleigh, N.C.

Quantity Vs. Quality in Research Pro-

posals: An Empirical Justification for Limiting the Length of USOE Grant Applications.
ED 176 058

Cornell Univ. Ithaca, N.Y. Inst. for Research and Development in Occupational Education.
Proposed Conceptual Design for the Instructional Support System for Occupational Education Reporting System.
ED 176 028

Department of Labor, Washington, D.C.
The Demographic Composition of Cyclical Variations in Employment.
ED 176 085

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Career and Occupational Development Technical Report: Summary Volume. Career and Occupational Development Report No. 05-COD-21.
ED 176 019

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Youth: Seven Programs Dedicated to Reducing Unemployment among the Nation's Young People.
ED 176 113

Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Supplementary Papers from the Conference on Youth Unemployment: Its Measurement and Meaning.
ED 176 117

Fairmont State Coll. W. Va.
Development of Model Policies, Procedures, and Agreements Which Enhance Student Articulation between Secondary and beyond Secondary Vocational Education Programs and between Public School and College Vocational Education Programs Offered beyond the Secondary Level. Final Report.
ED 177 308

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Evaluation of the Greenhouse Program 1977-78. Experience-Based Career Education.
ED 174 852
Instructional Leadership Development for Generic Work Skills Curriculum. Module 2: Curriculum Planning, Implementation, and Evaluation.
ED 174 848
Instructional Leadership Development for Generic Work Skills Curriculum. Module 1: Foundations.
ED 174 847
Instructional Leadership Development for Generic Work Skills Curriculum Orientation Guide.
ED 174 846
A Model for an Instructional Leadership Development Program in Generic Work Skills Curriculum.
ED 174 845

Federal Reserve Bank of Minneapolis, Minn.
Employment and Unemployment.
ED 176 071

Florida State Univ. Tallahassee.
Development of an Evaluation Model for Competency-Based Instruction. Final Report, July 1, 1978 through June 30, 1979.
ED 176 086

Human Resources Planning Inst. Inc. Seattle, Wash.
Job Opportunities Forecast for Washington State, 1974 to 1985. Summary of Findings. Third Edition.
ED 176 007

Illinois State Dept. of Mental Health and Developmental Disabilities, Springfield.
Vocational Rehabilitation of the Hearing Impaired Mentally Retarded. Final Report, 10/1/76 to 12/31/77.
ED 177 294

Illinois Univ. Urbana. Bureau of Educational Research.
A System for the Identification, Assessment and Evaluation of the Special Needs Learner in Vocational Education.
ED 176 031

Illinois Univ. Urbana. Dept. of Vocational and Technical Education.
Vocational Instructional Materials in Horticulture for Students with Special Needs.
ED 176 072

Interinstitutional Consortium for Career Education, Salem, Oreg.
Career Education Programs That Work.
ED 176 021
12 Steps to Career Education: A Step-by-Step Process Handbook That Enables LEAs to Plan and to Develop Comprehensive Career Education Programs.
ED 176 020

Los Angeles Community Coll. District, Calif.
SAM (Student Accountability Model), COPES (Community College Occupational Programs Evaluation System), & You.
ED 177 300

Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
A Project to Develop Performance Based Instruction through Task Analysis and In-Service Programs. Final Report.
ED 174 830

Louisiana Tech Univ. Ruston, Coll. of Administration and Business.
Louisiana Occupational Training Information System. Phase V, Net Manpower Needs, 1979.
ED 177 307

Maryland Vocational Curriculum Research and Development Center, College Park.
Resource Guide to Competency-Based Vocational Education: Agriculture.
ED 176 076

Mississippi State Univ. State College. Bureau of Educational Research.
Interaction of Sex Role Bias in Attitudes of Vocational Educators and Students Associated with Students' Entry in Non-Stereotyped Programs of Vocational Education. Final Report.
ED 176 107

Missouri Univ. Columbia. Dept. of Practical Arts and Vocational-Technical Education.
Word Processing for Business and Office Education Block-Time Programs. Instructional Materials in Word Processing. EPDA 553 Project.
ED 177 306

Missouri Univ. Columbia. Instructional Materials Lab.
Distributive Education. Customer Services. Instructor's Curriculum.
ED 177 312
Distributive Education. Physical Distribution. Instructor's Curriculum.
ED 177 313
Waterworks Operator Training Manual.
ED 174 859
World Foods—Regional and American Foods. Instructor's Guide.
ED 174 860

Missouri Univ. Columbia. Missouri Evaluation Projects.
Field Validation of the Career Education Curriculum Project Modules. Phase II. 7-12 Instrument Development. Final Report. Part II.
ED 177 283
Field Validation of the Career Education Curriculum Project Modules. Phase II. K-6 Validation. Final Report. Part I.
ED 177 282

Monash Univ. Clayton, Victoria (Australia).
School-to-Work Transition. Conference Proceedings (Monash University, August 18-19, 1978).
ED 177 301

Montgomery County Board of Education, Mount Sterling, Ky.
Affecting Work Attitudes, Work Habits, and Employability Skills of the Rural Vocational Learner. Final Report.
ED 174 856

National Advisory Council on Vocational Education, Washington, D.C.
A Study of the Administration and Operation of Vocational-Technical Education Programs. (Interim BOAE Report).
ED 176 070

National Association of State Boards of Education, Washington, D.C.
Vocational Education of the Handicapped Youth—State of the Art. A NASBE Report.
ED 174 862

National Evaluation Systems, Inc. Amherst,

Mass.

Supportive Services for Special Needs Students in Mainstreamed Vocational Education Programs: Guidelines for Implementation.
ED 174 836

Supportive Services for Special Needs Students in Mainstreamed Vocational Programs. Final Report.
ED 174 835

National Manpower Inst. Washington, D.C.

An Untapped Resource: Negotiated Tuition-Aid in the Private Sector.
ED 177 278

New York Univ. N.Y. Dept. of Technology and Industrial Education.

Vocational and Bilingual Curriculum Development: A Cooperative Effort. Final Report.
ED 177 292

North Carolina Univ. Greensboro.

Sex Role Values in the Career Decision-Making Process. Final Report.
ED 176 109

North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.

Displaced Homemakers in North Dakota. Research Series No. 73.
ED 176 026

Occupational Home Economics for Students with Special Needs. Housekeeping and Food Service. Research Series No. 59.
ED 176 036

Northwest R-I School District, House Springs, Mo.

Community Occupational Survey: Final Report.
ED 177 281

Ohio County Board of Education, Wheeling, W. Va.

Competencies Common to All Occupations. Student Manual.
ED 176 073

Competencies Common to All Occupations. Teacher's Guide.
ED 176 074

Ohio State Dept. of Education, Columbus. Div. of Guidance and Testing.

Modifying Attitudes toward Sex Stereotypes in Vocational Education (MASSIVE). Final Report.
ED 176 047

Ohio State Univ. Columbus. National Center for Research in Vocational Education.

Handbook in Vocational Education Evaluation. A Case Study Approach Utilizing Basic Evaluation Techniques in a Vocational Context.
ED 176 067

Individualized Education Programs (IEPs): A Handbook for Vocational Educators.
ED 174 853

Resources in Vocational Education, 1978. Annual Index, 1978.
ED 176 094

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ED 176 093

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ED 176 096

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ED 176 097

Orange County Dept. of Education, Santa Ana, Calif.

(New and Emerging Manpower Needs.) Occupational Information Compiled during the Project Entitled 'Identification of Curriculum and Services Necessary to Train Students for Emerging Manpower Needs and Job Opportunities: A Model System.
ED 176 062

Pennsylvania State Dept. of Education, Harrisburg.

Guidelines for the Organization and Administration of Competency-Based Vocational Business Education Programs for Adults.
ED 177 310

Pennsylvania State Univ. University Park. Div. of Occupational and Vocational Studies.

Course of Study Project. Final Report. Vocational-Technical Education Departmental Report, Vol. 17, No. 18.
ED 177 293

Radio Corp. of America, Palo Alto, Calif. Education Systems.

Auto Body Repair—Student Material. Competency Based Education Curriculum.
ED 174 840

Auto Body Repair—Teacher's Guide. Competency Based Education Curriculum.
ED 174 839

Legal Secretary—Student Material. Competency Based Education Curriculum.
ED 174 834

Legal Secretary—Teacher's Guide. Competency Based Education Curriculum Guide.
ED 174 833

Social Science Research Council, Washington, D.C. Center for Coordination of Research on Social Indicators.

Research Uses of the National Longitudinal Surveys. Part V of a Research Agenda for the National Longitudinal Surveys of Labor Market Experience: Report on the Social Science Research Council's Conference on the National Longitudinal Surveys (Washington, D.C. October, 1977).
ED 176 015

South Carolina State Dept. of Education, Columbia. Home Economics Education Section.

Child Care Worker. Supplemental Individualized Student Modules.
ED 176 043

Food Service Worker. Supplemental Individualized Student Modules.
ED 176 044

Southwest Missouri State Univ. Springfield.

Comparison of Reading Readiness of Vocational-Technical Student and the Success Attained in These Courses. Final Report.
ED 175 997

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

Implementing Change in Occupational Education. A Compendium of Resource Papers. Research Publication No. 78-2.
ED 176 114

Steiger, Fink, and Kosecoff, Inc. McLean, Va.

Literature and Secondary Data Review of the Vocational Education Equity Study. Final Report: Volume II.
ED 177 316

System Sciences, Inc. Chapel Hill, N.C.

Needs, Barriers, and Evaluation of Secondary Migrant Vocational Education: An Assessment in the Southeastern United States. Final Technical Report.
ED 176 108

Temple Univ. Philadelphia, Pa. Div. of Vocational Education.

Pedagogical Competencies: Instructional Alternatives for Vocational Teachers Serving the Disadvantaged. Executive Summary.
ED 174 857

Tennessee Univ. Knoxville. Dept. of Vocational-Technical Education.

Imperatives in Vocational Education.
ED 174 861

Verheyden & Associates, Washington, D.C.

Reducing Sex Stereotyping in Career Education: Some Promising Approaches to Persistent Problems.
ED 174 854

Virginia Commonwealth Univ. Richmond.

Vocational Training and Placement of Severely Disabled Persons. Project Employability—Volume I.
ED 176 110

Virginia Polytechnic Inst. and State Univ. Blacksburg.

Tractor Mechanic—Student Material. Competency Based Education Curriculum.
ED 174 841

Tractor Mechanic—Teacher's Guide. Competency Based Education Curriculum.
ED 174 842

West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Exploring Agribusiness and Natural Resources. Competency Based Education Curriculum. Student Material.
ED 174 838

Exploring Agribusiness and Natural Resources. Competency Based Education Curriculum. Teacher's Guide.
ED 174 837

West Virginia State Vocational Curriculum Lab. Cedar Lakes.

Auto Body Repair—Student Material. Competency Based Education Curriculum.
ED 174 840

Auto Body Repair—Teacher's Guide. Competency Based Education Curriculum.
ED 174 839

Legal Secretary—Student Material. Competency Based Education Curriculum.
ED 174 834

Legal Secretary—Teacher's Guide. Competency Based Education Curriculum Guide.
ED 174 833

Student Material for Competency-Based Education Curriculum for Nursing Assistant. Second Edition.
ED 174 843

Teacher's Guide for Competency-Based Education Curriculum for Nursing Assistant. Second Edition.
ED 174 844

Tractor Mechanic—Student Material. Competency Based Education Curriculum.
ED 174 841

Tractor Mechanic—Teacher's Guide. Competency Based Education Curriculum.
ED 174 842

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Competency Based Professional Education Sequence for Newly Hired VTAE Teachers. Final Report, October 1, 1976-June 30, 1977.
ED 177 280

Wyoming State Dept. of Education, Cheyenne.

Wyoming Experience-Based Career Education Evaluation Handbook.
ED 177 302

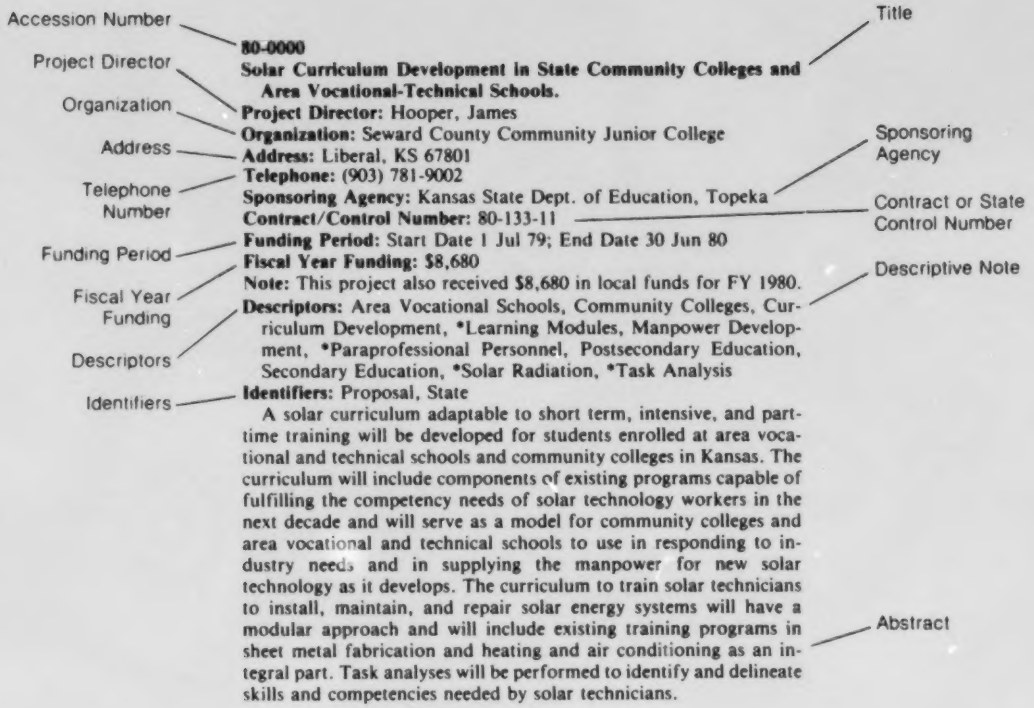
Wyoming Experience-Based Career Education Implementation Handbook.
ED 177 304

Wyoming Experience-Based Career Education Planning Handbook.
ED 177 303

Young (Arthur) and Co. Portland, Oreg.

Planning Model for Vocational Education.
ED 176 008

SAMPLE PROJECT RESUME



80-0000

Solar Curriculum Development in State Community Colleges and Area Vocational-Technical Schools.

Project Director: Hooper, James

Organization: Seward County Community Junior College

Address: Liberal, KS 67801

Telephone: (903) 781-9002

Sponsoring Agency: Kansas State Dept. of Education, Topeka

Contract/Control Number: 80-133-11

Funding Period: Start Date 1 Jul 79; End Date 30 Jun 80

Fiscal Year Funding: $8,680

Note: This project also received $8,680 in local funds for FY 1980.

Descriptors: Area Vocational Schools, Community Colleges, Curriculum Development, *Learning Modules, Manpower Development, *Paraprofessional Personnel, Postsecondary Education, Secondary Education, *Solar Radiation, *Task Analysis

Identifiers: Proposal, State

A solar curriculum adaptable to short term, intensive, and part-time training will be developed for students enrolled at area vocational and technical schools and community colleges in Kansas. The curriculum will include components of existing programs capable of fulfilling the competency needs of solar technology workers in the next decade and will serve as a model for community colleges and area vocational and technical schools to use in responding to industry needs and in supplying the manpower for new solar technology as it develops. The curriculum to train solar technicians to install, maintain, and repair solar energy systems will have a modular approach and will include existing training programs in sheet metal fabrication and heating and air conditioning as an integral part. Task analyses will be performed to identify and delineate skills and competencies needed by solar technicians.

PROJECTS IN PROGRESS
State-Administered Projects

Resumes

Resumes in this section announce current research projects, exemplary and innovative projects, and curriculum development projects funded under sections 131, 132, and 133 of the Vocational Education Act of 1963 as revised by the Education Amendments of 1976 (PL 94-482). The projects are arranged alphabetically by state, then by legislative section within states. Complete names and addresses are provided for individuals and organizations conducting the projects. Addresses of the state research coordinating units (sponsoring agencies) are listed in the organizational resources section.

ALABAMA

Exemplary and Innovative (Sec. 132)

000447

Development of Procedures and Agreements to Enhance Student Articulation between Secondary and Postsecondary Vocational Education Programs.
Project Director: Jacobs, Dan K.
Organization: Associated Educational Consultants, Inc, P O Box 15073, Pittsburgh, PA 15237
Sponsoring Agency: Alabama State Dept. of Education, Montgomery
Contract/Control No.: 0507
Funding Period: Start Date 18 Feb 80; End Date 30 Jun 81
Fiscal Year Funding: $17,850
Descriptors: *Articulation Education, *Educational Planning, *Educational Policy, * Secondary Education, Postsecondary Education
Identifiers: State, Proposal

A set of procedures and policies will be produced to serve as guidelines for Alabama. Project staff will identify a planning committee comprised of representatives from secondary and postsecondary institutions and the state department; conduct a search for model articulation policies locally and nationally; and survey the local articulation committee to determine the feasability of sample documents collected. A written articulation policy will address counseling recruitment, awarding of credit, and student assessment, cover a variety of curricular areas, and can be used not only in similar programs at the same level, but also in different institutions. A final report will be delivered.

000448

Document of Evidence.
Project Director: Jacobs, Dan
Organization: Associated Educational Consultants, Inc, P O Box 15073, Pittsburgh, PA 15237
Telephone: (412) 931-2244
Sponsoring Agency: Alabama State Dept. of Education, Montgomery
Contract/Control No.: 0508
Funding Period: Start Date 18 Feb 80; End Date 31 Dec 80
Fiscal Year Funding: $6,154
Descriptors: *Educational Assessment, *Outcomes of Education, *Student Educational Objectives, *Academic Achievement, *Program Evaluation, Program Effectiveness
Identifiers: State, Proposal

A certificate form, the "Document of Evidence," used to document those skills acquired by students completing vocational education programs, will be evaluated for its appropriateness and effectiveness. The process used to disseminate the documents also will be evaluated. A task force of local vocational administrators, teachers, students, and employers will be formed to help develop the evaluation instruments. Instruments will be developed and validated and mailed to a random sample of the populations who used the document. Individual interviews will be conducted with state vocational personnel to identify and evaluate the dissemination process. A final report will be delivered.

Curriculum Development (Sec. 133)

000449

Implementation of Performance-Based Teacher Education Modules into Vocational Teacher Education.
Project Director: Baker, Richard
Organization: Auburn University, Auburn, AL 36849
Telephone: (205) 826-4431
Sponsoring Agency: Alabama State Dept. of Education, Montgomery
Contract/Control No.: 0461
Funding Period: Start Date 01 Feb 80; End Date 30 Jun 81
Fiscal Year Funding: $11,000
Descriptors: *Competency Based Teacher Education, *Learning Modules, *Audiovisual Instruction, *Faculty Handbooks, *Instructional Materials
Identifiers: State, Proposal

Slide/tape presentations will be developed to orient faculty and students to performance-based teacher education (PBTE). Faculty will identify and modify PBTE modules for use in existing courses. One or more courses in PBTE will be piloted, and faculty and student's handbooks on PBTE will be developed. A final report will be written.

ARKANSAS

Research (Sec. 131)

000450

Study of Former Vocational Career Orientation Students in Arkansas.
Project Director: Rougeau, Amos
Organization: Arkansas State University, State University, AR 72467
Telephone: (501) 972-2085
Sponsoring Agency: Arkansas State Dept. of Education, Little Rock
Contract/Control No.: F0157
Funding Period: Start Date 01 Jul 79
Fiscal Year Funding: $20,377
Descriptors: *Career Education, *Career Guidance, *Program Evaluation, *Graduate Surveys, Secondary Education, Career Counseling, Postsecondary Education
Identifiers: State, Proposal

A model approach for effective time allocation and improved communication among students, teachers, and counselors will result from this research. An instrument will be developed to survey ten percent of vocational career orientation students enrolled from 1975-78. Responses will be compiled and data will be analyzed to validate or improve vocational career orientation instruction in Arkansas, ascertain factors that influenced students, and determine future needs for guidance and counseling activities.

000451
Develop a Model Learning Resource Center to Assess, Prescribe, and Provide Individualized Vocational Training Needs.
Project Director: Lieblong, Burl
Organization: Crowley's Ridge Vocational-Technical School, I-40 and New Castle Road, Forrest City, AR 72335
Sponsoring Agency: Arizona State Dept. of Education, Phoenix
Contract/Control No.: R80-01 (F1180)
Funding Period: Start Date 01 Mar 80; End Date 30 Jun 81
Fiscal Year Funding: $59,146
Descriptors: *Diagnostic Teaching, *Student Needs, *Needs Assessment, *Educationally Disadvantaged, *Economically Disadvantaged, *Learning Resources Center, Individualized Programs, Postsecondary Education, Models, Secondary Education
Identifiers: State, Proposal

The individualized manpower training system program will be initiated to assess educationally and economically disadvantaged students' needs, to develop individualized prescriptions for them, and provide appropriate instruction and experiences to enable them to accomplish their vocational objectives. A learning resource center will be used to make individualized prescription procedures an integral part of the vocational training programs. The system will be transferable to other schools.

000452
Adapting a System of Competency-Based Instructional Materials and Strategies to the Curricular Needs of Distributive Education and General Cooperative Education Programs.
Project Director: Moore, Harold
Organization: University of Arkansas, Fayetteville, AR
Sponsoring Agency: Arizona State Dept. of Education, Phoenix
Contract/Control No.: R80-01 (F1370)
Funding Period: Start Date 01 Mar 80; End Date 31 Dec 80
Fiscal Year Funding: $1,512
Descriptors: *Educational Strategies, *Competency Based Education, *Learning Modules, *Inservice Teacher Education, *Distributive Education, *Cooperative Education, Instructional Materials, Field Tests, Task Analysis, Teacher Developed Materials
Identifiers: State, Proposal

Competency-based materials appropriate for distributive and cooperative education programs will be identified, analyzed, and field tested. Selected teachers will participate in a writers' workshop to receive technical assistance in developing additional competency-based materials. A statewide system will be implemented for field testing materials and in-service experiences to increase competencies in preparing and using task inventories, test bank items, and competency-based learning units.

000453
Alternative Energies Curriculum.
Project Director: Jordon, Kenneth F.
Organization: University of Central Arkansas, Conway, AR 72032
Sponsoring Agency: Arkansas State Dept. of Education, Little Rock
Contract/Control No.: R80-01(X1311)
Funding Period: Start Date 01 Mar 80; End Date 30 Jun 80
Fiscal Year Funding: $5,900
Descriptors: *Energy, *Instructional Materials, *Trade and Industrial Education, *Course Content, *Learning Modules, Career Exploration, Secondary Education, Postsecondary Education
Identifiers: State, Proposal

Alternative energy materials will be researched, compiled, analyzed, and integrated into trade and industrial exploratory programs. A curriculum model acceptable to secondary and postsecondary vocational teachers and a panel of advisers will be designed, and alternative energy learning packages will be developed for use in the ninth and tenth grades.

000454
Developing and Providing Multipurpose Employability Services and Supportive Environments for Displaced Homemakers and Related Groups (Continuation).
Project Director: Davis, Reba J.
Organization: University of Arkansas, Fayetteville, AR 72701
Telephone: (501) 573-4308
Sponsoring Agency: Arkansas State Dept. of Education, Little Rock
Contract/Control No.: R79-04 (3074) F0080
Funding Period: Start Date 01 Jan 79; End Date 30 Jun 80
Fiscal Year Funding: $22,086
Descriptors: *Needs Assessment, *Displaced Homemakers, *Home Economics, *Adult Vocational Education, *Nontraditional Students, *Services, Inservice Teacher Education, Models
Identifiers: State, Proposal

A transferable model for providing multipurpose services and a supportive environment to meet the needs of displaced homemakers and related groups in Arkansas will be developed. A statewide needs assessment will be conducted; strategies will be designed and linkage sites established for providing special services needed by the target groups. Courses in pre-employability and personal resource management will be developed and refined. In-service education activities for home economics teachers will be planned to increase recruiting, counseling, and other skills for serving the special needs of the target groups and for developing and implementing special adult courses in the home economics related occupations of elderly and child care. Also, a state coordinating council for displaced homemakers will be formed.

Exemplary and Innovative (Sec. 132)

000455
Development of a Model Processing Program for Parkeview High School.
Project Director: Jennings, Carol Ann; McDonald, Sandy
Organization: Parkview High School, Little Rock, AR 72204
Telephone: (501) 225-6440
Sponsoring Agency: Arkansas State Dept. of Education, Little Rock
Contract/Control No.: F0937
Funding Period: Start Date 27 Aug 79; End Date 30 Jun 82
Fiscal Year Funding: $19,842
Descriptors: *Academic Achievement, *Curriculum Guides, *Data Processing Occupations, *Office Occupations Education, *Programming, *Accounting, Secondary Education
Identifiers: State, Proposal

A model data processing program for students of varying achievement levels will be developed, field tested and implemented. A curriculum guide for the introduction to data processing and computer programming course, including a preliminary draft of a guide for 'Computer Programming—Cobol' and a guide for a computer-oriented approach to accounting will be developed and field tested. Data processing will be integrated into the following courses: simulated office practice, junior executive training, cooperative office

education, career achievement, and exploratory business. Two instructional units which interface data processing and word processing also will be developed, and a curriculum guide will be published and disseminated at the end of the second year.

000456

Developing and Disseminating an Activity-Based Learning Experience Booklet for Student Self-Development in Career Orientation.

Project Director: Childers, John H.; Rolloff, John A.
Organization: Arkansas University, Fayetteville, AR 72701
Telephone: (501) 575-4758
Sponsoring Agency: Arizona State Dept. of Education, Phoenix
Contract/Control No.: F1067
Funding Period: Start Date 01 Jan 80; End Date 31 Dec 82
Fiscal Year Funding: $2,202
Descriptors: *Learning Activities, *Career Education, *Course Content, *Affective Objectives, *Individual Development, Career Development, Pamphlets, Secondary Education, Inservice Teacher Education, Junior High School Students
Identifiers: State, Proposal

Activity-based learning experiences that can be applied in academic courses will be developed to enhance the teaching of self-development concepts as they relate to career education. Emphasis will be on students' understanding the effects of health and physical development; the necessity for establishing short- and long-range goals through effective decision making; the role of communication in interpersonal relationships; and the influence of family, school, peer group, community, and work experience. Through a literature search and a needs assessment of selected career orientation teachers and students regarding their perceived self-development needs, information will be gathered about self-development and career maturity concepts of junior high school students. Activity-based learning experiences will be developed for the identified areas and evaluated through a pilot study. After the pilot study, the remaining learning experiences will be developed and all materials field tested, reviewed, reproduced, and disseminated. Four hundred copies of a booklet of the learning experiences will be produced to help teachers use the materials.

000457

Health Occupations Education Curriculum Project.

Project Director: Feck, Vincent
Organization: University of Central Arkansas, Conway, AR 72032
Telephone: (501) 329-2931
Sponsoring Agency: Arkansas State Dept. of Education, Little Rock
Contract/Control No.: F1312
Funding Period: Start Date 01 Jan 80; End Date 30 Jun 81
Fiscal Year Funding: $9,344
Descriptors: *Competency Based Education, *Allied Health Occupations Education, *Instructional Materials, Curriculum Development, Inservice Teacher Education, Postsecondary Education, Secondary Education
Identifiers: State, Proposal

A performance-based health education curriculum with learning objectives, materials, teacher strategies, media, and related resources will be developed, field tested, and disseminated. In-service training curriculum use will be provided, and a comprehensive evaluation system for the project will be established.

000458

Specific Career Orientation Readiness (Continuation).

Project Director: Bryant, Marilyn
Organization: Gateway Vocational-Technical School, Batesville, AR 72501
Telephone: (501) 793-7581
Sponsoring Agency: Arkansas State Dept. of Education, Little Rock
Contract/Control No.: D7832 (3392)
Funding Period: Start Date 15 Nov 77; End Date 30 Nov 80
Fiscal Year Funding: $9,581
Descriptors: *Career Education, *Dropout Prevention, *Student Evaluation, *Vocational Aptitude, *Work Sample Tests, Material Development, Staff Development, Career Counseling
Identifiers: State, Proposal

Students will be assisted in making career training decisions, thus reducing the high percentage of students who discontinue vocational training before program completion. A pre-enrollment aptitude evaluation program will be developed and implemented for each training area. Orientation materials will then be developed to acquaint potential students with career fields prior to enrollment. Efforts will be made to create an awareness of nontraditional roles to promote equal access to the vocational programs. The job sampling standards needed to determine the applicant's aptitude for a given area will be established. Staff competencies in aiding students in career decision making and in identifying, solving, or referring students to other guidance services will be improved. In order to field test job sampling tasks and other pre-enrollment activities, other vocational schools in Arkansas will participate in the projects.

000459

Model Comprehensive School and Community Career Service System (Continuation).

Project Director: Spencer, Mary Louise
Organization: Rich Mountain Vocational-Technical School, Mena, AR 71953
Telephone: (501) 394-5012
Sponsoring Agency: Arizona State Dept. of Education, Phoenix
Contract/Control No.: E79-02 (2915)
Funding Period: Start Date 01 Jan 79; End Date 30 Jun 81
Fiscal Year Funding: $14,896
Descriptors: *Career Planning, *Job Search Methods, *Occupational Information, *Skill Development, *Student Placement, *School Community Relationship, Area Vocational Schools, Community Involvement, Job Placement, Job Training, Postsecondary Education, Work Attitudes, Sex Fairness
Identifiers: State, Proposal

Postsecondary students enrolled in the state area vocational technical schools will be involved in a career awareness laboratory to develop self-knowledge and positive self-concepts and will participate in employability skills training program to develop skills in completing job applications and resumes and in finding and holding a job. To give students experiences related to specific jobs interests, job shadowing will be provided. Resource people from community agencies, business, and industry will work with students in the classroom to develop students' understandiag of career responsibilities and expectations. School and community efforts will be organized into a positive working relationship to assist students in career planning. Increased community involvement in vocational and technical training, job placement, and increased student satisfaction reflected in a reduced dropout rate are expected to result.

000460

Develop Curriculum and Demonstrate Solar Energy Training Instructional Strategies (Continuation).

Project Director: Watson, Robert, Jr
Organization: Delta Vocational-Technical School, Marked Tree, AR 72365
Telephone: (501) 358-2117
Sponsoring Agency: Arkansas State Dept. of Education, Little Rock
Contract/Control No.: E7903 (3397)
Funding Period: Start Date 01 Mar 79; End Date 28 Feb 82
Fiscal Year Funding: $19,318
Descriptors: *Curriculum Guides, *Educational Programs, *Solar Radiation, *Training Methods, *Energy, Air Conditioning, Curriculum Development, Heating, Instructional Materials, Job Skills, Postsecondary Education
Identifiers: State, Proposal

A prototype curriculum guide for training solar energy system technicians will be developed and field tested in the areas of fundamental hot water heater systems, intermediate heating, ventilation, and airconditioning, and for other developing technologies. The training program for installing, operating, and servicing solar energy systems will be implemented as part of the industrial equipment mechanic program at Delta vocational-technical school. In addition to producing the comprehensive postsecondary curriculum guide, project staff will provide onsite demonstration of a functional solar

energy system and statistical data for economical application of the system.

000461
Model Sex Equity Program (Continuation).
Project Director: Gaines, Richard
Organization: Black River Vocational-Technical School, Pocahontas, AR 72455
Telephone: (501) 892-4565
Sponsoring Agency: Arizona State Dept. of Education, Phoenix
Contract/Control No.: E79-01 (3272)
Funding Period: Start Date 01 Mar 79; End Date 31 Dec 81
Descriptors: *Sex Fairness, *Nontraditional Occupations, *Inservice Teacher Education, *Career Guidance, *Job Placement, Sex Role, School Community Relationship, Career Opportunities, Employer Attitudes, Student Attitudes, Models
Identifiers: State, Proposal
Descriptive Note: 20343

A program stimulating interest in and support for eliminating sex-role stereotyping in vocational and technical training will be established to consider both student and employer attitudes toward nontraditional roles. Efforts will be made to place students in nontraditional jobs. During the year, the project will be expanded to two other schools. Materials will be developed, and in-service training in sex fair evaluation, counseling, and student assignments will be provided. An advisory committee will facilitate community involvement.

CALIFORNIA

Research (Sec. 131)

000462
Statewide Longitudinal Study.
Project Director: Sheldon, Stephen M.
Organization: Los Angeles Community College District, 617 West Seventh Street, Los Angeles, CA 90017
Telephone: (213) 347-0551
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 19-64741-3-0-453
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $173,075
Descriptors: *Longitudinal Studies, *College Students, *Academic Achievement, *Student Characteristics, Community Colleges, Postsecondary Education, Academic Failure, College Planning
Identifiers: State, Proposal

A set of procedures will be field tested to permit rapid and complete answers to questions about community college students and colleges including information about sex, ethnic, or language bias; instructional procedures; and curriculum modifications. Data gathered will be used by the colleges, the chancellor's office, and other state and federal agencies to help determine why students succeed or fail. The universe of students will include all first-time matriculants in the fall of 1978. The sample will be contacted regularly by telephone using predetermined interview schedules to gather information on their aspirations, feelings about college programs, reasons for success or failure in work situations, and desires for further training. Statewide reports will be issued from combined individual college reports.

000463
Feasability Study for a California Center for the Study of Vocational Education.
Project Director: Nyre, Glenn F.
Organization: Evaluation and Training Institute, 12401 Wilshire Boulevard, Suite 304, Los Angeles, CA 90025
Telephone: (213) 820-8521
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 8856
Funding Period: Start Date 01 Jan 80; End Date 30 Sep 80
Fiscal Year Funding: $44,860
Descriptors: *Needs Assessment, *Feasability Studies, *Research and Development Centers, Advisory Committees
Identifiers: State, Proposal

A needs assessment will be conducted to determine the feasability of establishing a center for the study of vocational education and to determine the nature and type of center that should be established if need and support including funding sources, location, affiliation, relationships to existing agencies, staffing, and budget projections exist. An advisory committee composed of representatives from key state and other vocational education agencies will be formed; information will be gathered by personal interview, open forums, and telephone interviews. Information from other sources including national and state centers will be gathered and reviewed. Quarterly progress reports, a technical report, and a final report will be delivered.

Curriculum Development (Sec. 133)

000464
Vocational Agricultural Curriculum Guideline Development.
Project Director: Thompson, O. E.
Organization: University of California, Davis, CA 95616
Telephone: (916) 752-1804
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 57-30023-30-306
Funding Period: Start Date 01 Jan 80; End Date 30 Jun 81
Fiscal Year Funding: $44,990
Descriptors: *Agricultural Education, *Core Curriculum, *Introductory Course, *Instructional Materials, *Competency Based Education, Curriculum Development, Behavioral Objectives, Teacher Developed Materials
Identifiers: State, Proposal

Project staff will complete curriculum guidelines for a core course, 'Introduction to Agriculture,' designed to familiarize students with career opportunities in seven agriculture job cluster areas. Guidelines for 'Agricultural Supplies and Services,' 'Agricultural Mechanics,' and 'Agricultural Production Volume 2' will be prepared in camera-ready form. The first draft of the curriculum materials for 'Agricultural Products and Processing' and 'Agricultural Resources' and 'Rural Recreation' also will be completed. The units will be based on competencies identified by employers from farming and industry. Teachers will write performance objectives, teaching outlines, learning activities, and suggested resource materials for each unit. The curriculum specialist will work with an advisory committee of teachers to develop the general framework and timetable for completing the units.

000465
In-service Workshops on New and Emerging Agricultural and Natural Resources Occupations Instructional Materials.
Project Director: Thompson, O. E.; Leising, James
Organization: University of California, Davis, CA 95616
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 57-30023-3-0-0353
Funding Period: Start Date 01 Jan 80; End Date 30 Jun 81
Fiscal Year Funding: $10,813
Descriptors: *Instructional Materials, *Agricultural Education, *Minicomputers, *Agricultural Technicians, Community Colleges, Inservice Education, Computer Oriented Programs
Identifiers: State, Proposal

Curriculum and instructional materials will be developed to enable community college agriculture instructors to train technicians in the use of minicomputers in industry-related functions. An advisory committee comprising agricultural instructors at community colleges and experts from the human development department will be formed. Instruments for five-year evaluation will be developed, and all materials will be disseminated in three regional in-service workshops.

COLORADO

Research (Sec. 131)

000466

Improvement of Postsecondary Vocational Funding.
Project Director: Stoddard, Jack
Organization: Larimer County Vocational-Technical Center for CCLA, P.O. Box 2397, Fort Collins, CO 80522
Telephone: 226-2500
Sponsoring Agency: Colorado State Dept. of Education, Denver
Contract/Control No.: R 80-1
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $19,337
Descriptors: *Financial Policy, *Educational Finance, *Federal Aid, *State Aid, *Recordkeeping, Postsecondary Education
Identifiers: State, Proposal

Project staff will analyze the flow of state and federal dollars to the program level within the four delivery systems of postsecondary vocational education; analyze total institutional dollar flow by obtaining fiscal data on sources of revenue and expenditure; revise and improve the fiscal reporting forms in relation to postsecondary vocational education; provide accurate and manageable fiscal data to local decision makers; and develop recommendations for improvements and alternatives in funding systems and reporting procedures. An existing measurement instrument will be revised and field tested during this phase. In addition, a synopsis will be provided of other states' systems.

CONNECTICUT

Research (Sec. 131)

000467

Project Mainstream: Shop Theory Curriculum Development Using Audiovisual Aids with Special Needs Students in a Vocational-Technical School Setting.
Project Director: Emery, Jean M.; Hoyle, Janis B.
Organization: Harvard H. Ellis Regional Vocational-Technical School, 76 Hubbard Drive, Danielson, CT 06239
Sponsoring Agency: Connecticut State Dept. of Education, Hartford

Contract/Control No.: 913800-80201
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $11,400 (Charged to FY 1979)
Descriptors: *Inservice Teacher Education, *Shop Curriculum, *Educational Alternatives, *Instructional Materials, *Mainstreaming, * *Disabilities
Identifiers: State, Proposal

Trade theory concepts which need the most reinforcement for special needs students will be determined. Curriculum packets, including teacher-made supplements, modifications, and suggestions for implementation will be developed to accompany newly purchased audiovisual and programmed curriculum materials. Instructors will receive in-service training in the use of alternative teaching methods and materials to foster a more positive attitude toward mainstreaming handicapped students.

000468

Teaching, Learning, and Curriculum: Putting It All Together for Vocational Education.
Project Director: Hanson, J. Robert
Organization: Government Studies and Systems, Inc, Philadelphia, PA
Sponsoring Agency: Connecticut State Dept. of Education, Hartford

Contract/Control No.: PS79-1856
Funding Period: Start Date 04 Sep 79; End Date 31 Mar 80
Fiscal Year Funding: $17,400 (Charged to FY 1979)
Descriptors: *Transfer Of Training, *Teaching Methods, *Teaching Models, *Vocational Education Teachers, *Teacher Workshops, Educational Needs
Identifiers: State, Proposal

Twenty-five vocational educators will be trained as turnkey trainers for the teaching, learning, and curriculum model designed to teach vocational educators how to address the learning needs of all students, especially females, minority students, and nonstandard English-speaking students. A training resource notebook will be provided to each participant, and onsite observations will be made of each participant using the model.

000469

Survey and Conduct a Needs Assessment of Vocational Students and Programs in Connecticut's Community College System.
Project Director: Swartz, Carl
Organization: Mohegan Community College, Norwich, CT
Sponsoring Agency: Connecticut State Dept. of Education, Hartford

Contract/Control No.: PS80-2042
Funding Period: Start Date 23 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $6,000 (Charged to FY 1979)
Descriptors: *Needs Assessment, *Community Colleges, *Program Evaluation, *Student Attitudes, *Educational Needs, Teacher Attitudes
Identifiers: State, Proposal

A questionnaire will be used to assess the needs and attitudes of students and faculty of vocational education programs in Connecticut's community college system. The study will determine the needs for vocational education for community college students, the kinds of vocational courses desired, why students choose vocational education, and whether adequate offerings are available to all who desire them. Recommendations on the advisability and availability of vocational education curricula in relation to student's desires, local labor market statistics, and the master plan for vocational education will be made.

Exemplary and Innovative (Sec. 132)

000470

Pilot Program to Provide Ownership Skills to Seniors in the Vocational-Technical Schools and Other Educational Institutions (Continuation).
Project Director: Rooke, John T.
Organization: Norwich Regional Vocational-Technical School, Norwich, CT
Sponsoring Agency: Connecticut State Dept. of Education, Hartford

Contract/Control No.: 610600-80271
Funding Period: Start Date 01 Aug 79; End Date 31 Jul 79
Fiscal Year Funding: $12,400 (Charged to FY 1979)
Descriptors: *Business Education, *Business Skills, *Learning Modules, Secondary Education, High School Seniors, Curriculum Development
Identifiers: State, Proposal, *Small Business Management

A fifty-four hour business principles module will be designed for twelfth grade students to make them aware of special abilities needed to succeed in small business ownership. The course will include the following topics: choosing a small business, reasons for business success or failure, physical facilities, financing a small business, business records, law and insurance for the small business owner, personnel management, franchises, and automation.

000471

In-service Training Film and Workshop on Sex Equity in Vocational Education.
Project Director: Yosha, Patricia
Organization: West Hartford Public Schools, Hartford, CT
Sponsoring Agency: Connecticut State Dept. of Education, Hartford

Contract/Control No.: PS79-1873
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $42,500 (Charged to FY 1979)
Descriptors: *Inservice Education, *Films, *Sex Stereotypes, *Career Guidance, *Workshops, Sex Fairness, Training Methods
Identifiers: State, Proposal

A one- to one-and-a-half hour training module including a film and workshop components for teachers, administrators, and parents will be developed to give viewers opportunities for obtaining information and experience in reshaping traditional sex-role stereotyping attitudes and behavior. The module also will help expand the awareness of sex bias in existing educational programs and instructional materials, and aid in eliminating sex-role stereotyping in guiding young people ir educational and vocational choices.

000472

Career and Occupational Awareness Program.
Project Director: Matthay, Eileen
Organization: East Lyme High School, Box 210, East Lyme, CT 06333
Sponsoring Agency: Connecticut State Dept. of Education, Hartford

Contract/Control No.: PS79-1878
Funding Period: Start Date 01 Jul 79; End Date 25 Jun 80
Fiscal Year Funding: $3,000 (Charged to FY 1979)
Descriptors: *Career Education, *Career Guidance, *Employment Opportunities, Curriculum Development, Program Design, Secondary Education, Grade 10
Identifiers: State, Proposal

A course will be offered each semester to tenth grade students to make them aware of job opportunities and trends locally, statewide, and nationally. The course will include field trips, audiovisual presentations, class discussions, role playing, assigned readings, and individual counseling. Students will be able to identify their interests and abilities and relate them to specific jobs. The course will prepare students for entering either the cooperative work experience program or other vocational training programs in grades 11 or 12.

000473

Implementation of a Carpentry, Building Maintenance, and Custodial Services Curriculum within a Special Education Setting.
Project Director: Meadows, Otha
Organization: Cooperative Educational Services, Norwalk, CT
Sponsoring Agency: Connecticut State Dept. of Education, Hartford

Contract/Control No.: PS79-1905
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $47,653 (Charged to FY 1979)
Descriptors: *Carpenters, *Custodian Training, *Behavior Problems, *Special Programs, *Special Education, Maintenance, Curriculum Development, Advisory Committees
Identifiers: State, Proposal

An advisory committee of local professionals in carpentry, building maintenance and custodial services, cooperative educational services staff, and labor organization representatives will be established. Project staff will design a one-year program, and develop long-term goals, performance objectives, lesson plans, and exams. Staff will be trained in behavior management techniques. Students with behavioral problems will be exposed to occupations in carpentry, building maintenance, and custodial services; they will be pretested and assigned to instructional groups. As vocational-technical schools in the region do not currently incorporate a behavioral management system which provides low-level, high interest reading materials, nor vocational training on a large scale to behaviorally maladjusted youth, the program will serve as a model for implementing similar curriculum statewide. A final report will be delivered.

000475

Positive Alternatives for the Conservation of Energy.
Project Director: McDonald, John
Organization: Stamford Public Schools, Stamford, CT
Sponsoring Agency: Connecticut State Dept. of Education, Hartford

Contract/Control No.: PS79-190
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $16,700 (Charged to FY 1979)
Descriptors: *Energy Conservation, *Work Experience Programs, *Disadvantaged Youth. *Basic Skills, Agency Cooperation, Coordination
Identifiers: State, Proposal

Twenty to thirty innercity disadvantaged students who express an interest in energy conservation and for whom traditional academic classes have not been successful will participate in a program incorporating basic reading and math skills and hands-on experience. An alternate energy technology curriculum will be introduced, and a program manual developed. Students will receive stipends for after school and summer work installing energy related equipment. Linkages with the Stamford Neighborhood Preservation Program and the Committee on Training and Employment will be developed.

000474

Career Exploration Program.
Project Director: Nash, Samuel
Organization: New Haven Public Schools, New Haven, CT
Sponsoring Agency: Connecticut State Dept. of Education, Hartford

Contract/Control No.: PS79-1936
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $18,400 (Charged to FY 1979)
Descriptors: *Career Education, *Career Choice, *School Community Relationship, *School Business Relationship, *Occupational Information, Secondary Education, Postsecondary Education
Identifiers: State, Proposal

This two-year project will establish fifteen career learning sites with New Haven area employers covering many of the fifteen career clusters designated by the U.S. Office of Education with an emphasis on those with favorable job outlooks. Twenty students will be identified at the end of their sophomore year to participate in a two-year career program. The program will begin with an eight-week, 120-hour career course where students will be introduced to the career clusters, skills and abilities required by various occupations, related training programs, and decision-making skills and will begin to identify areas of interest. These students will then be placed in two career learning sites, in addition to their regular academic courses, where they will investigate between six and eight occupations in their area of interest. During their senior year, the students will focus on two occupations and begin to identify and apply to postsecondary training programs.

DELAWARE

Research (Sec. 131)

000476

Achieving Sex Equity in Business and Office Occupations.
Organization: Delaware Department of Public Instruction, Dover, DE
Sponsoring Agency: Delaware State Dept. of Public Instruction, Dover
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $3,500
Descriptors: *Curriculum Development, *Learning Modules, *Sex Fairness, *Office Occupations, Occupational Information, Data Processing Occupations, Accountants, Managerial Occupations, Clerical Occupations
Identifiers: State, Proposal

A set of five, seven-part modules will be developed and five copies produced to provide career information and training to help students relate their interests, needs, and abilities to opportunities in business management, accounting, data processing, management assistant, and clerical occupations. Each module will contain an introduction, background information, student work sheets, suggested activities, evaluations, suggested resources, and a slide/tape presentation. The modules will also serve as lesson plans on sex equity issues for business and office occupations programs.

000477

Slide/Tape: Nontraditional Business Careers for Men and Women.

Organization: Goldey Beacom College, 4701 Limestone Road, P O Box 5047, Wilmington, DE 19808
Sponsoring Agency: Delaware State Dept. of Public Instruction, Dover
Fiscal Year Funding: $2,500
Descriptors: *Sex Stereotypes, *Office Occupations Education, *Business Education, *Attitude Change, *Audiovisual Instruction, Slides, Secondary Education
Identifiers: State, Proposal

A fifteen-minute slide/tape presentation for Delaware high school students will be produced, aimed at eliminating sex-role stereotypes in office occupations and business careers. It will include historical perspective on the development of traditional roles, the current status of these roles, and the movement toward career paths which can develop from traditional roles. Focus will be on developing an awareness that men and women can compete for all types of positions in the business world; that men, as well as women, can begin their careers through entry-level office positions; and that women, as well as men, can advance to the executive level.

GEORGIA

Curriculum Development (Sec. 133)

000478

Development of Performance Objectives and Criterion-Referenced Measures for Vocational Programs.
Project Director: Jacobs, Dan
Organization: Associated Educational Consultants, Inc, Pittsburgh, PA
Telephone: (412) 931-2244
Sponsoring Agency: Georgia State Dept. of Education, Atlanta
Contract/Control No.: 98215
Funding Period: Start Date 01 Nov 79; End Date 23 Jan 81
Fiscal Year Funding: $59,500
Descriptors: *Competency Based Education, *Criterion Referenced Tests, *Behavioral Objectives, Dental Technicians, Refrigeration Mechanics
Identifiers: State, Proposal, Vocational-Technical Education Consortium States

V-TECHS catalogs and appropriate by-products will be developed and job titles defined for dental laboratory technician and refrigeration mechanic. A state-of-the-art review and an occupational survey will be conducted, and a writing team will convert survey data into performance objectives and performance guides. Sixty camera-ready copies of each catalog will be distributed to member states.

000479

Instructor's Guide for the Machine Shop Project Manual.
Project Director: Powell, Ray
Organization: Augusta Area Vocational-Technical School, 2025 Lumpkin Road, Augusta, GA 30904
Sponsoring Agency: Georgia State Dept. of Education, Atlanta
Contract/Control No.: 98251
Funding Period: Start Date 01 Dec 79; End Date 30 Sep 80
Fiscal Year Funding: $3,500
Descriptors: *Shop Curriculum, *Teaching Guides, *Machine Repairers, School Shops
Identifiers: State, Proposal

An instructor's guide for a machine shop project manual including an introduction, explanation of how to use the manual, identification of the project, task, job exit point relationships, explanations for each project, and references, will be developed. Projects will be based on a task listing and will use data from the Georgia Task Linkage Project to identify potential exit points.

000480

Machine Shop Project Manual.
Project Director: Powell, Ray
Organization: Augusta Area Vocational-Technical School, 2025 Lumpkin Road, Augusta, GA 30904
Sponsoring Agency: Georgia State Dept. of Education, Atlanta
Contract/Control No.: 98252
Fiscal Year Funding: $4,000
Descriptors: *Curriculum Guides, *Machine Repairers, *Shop Curriculum, *Instructional Materials, School Shops
Identifiers: State, Proposal

A machine shop project manual including sections on purpose, project list, and projects will be developed. Each project will be categorized according to the type of machine tools being used, and the project list will present the projects in a logical teaching sequence. Potential student exit points will be identified based on data from the Georgia Task Linkage Project.

000481

Self-Paced, Competency-Based, Articulated Curriculum for the Secondary Electronics Cluster and Postsecondary Radio and Television Services Program.
Project Director: Seymour, James
Organization: J&M Limited, Educational Consultants, P O Box 296, Colbert, GA 30628
Sponsoring Agency: Georgia State Dept. of Education, Atlanta
Contract/Control No.: 98438
Funding Period: Start Date 15 Feb 80; End Date 15 Apr 81
Fiscal Year Funding: $75,000
Descriptors: *Articulation Education, *Competency Based Education, *Instructional Materials, *Electronics, *Television Radio Repair, Secondary Education, Postsecondary Education
Identifiers: State, Proposal

An articulated task continuum from the secondary to postsecondary levels will be designed; and self-paced, performance-based instructional materials and teacher guides will be developed, validated, produced, and disseminated. Two thousand copies of student manuals, 100 copies of teacher's guides, one master set of audiovisuals, one copy of the script and story board, and a complete bibliography will be delivered.

GUAM

Exemplary and Innovative (Sec. 132)

000482

Sex Equity Workshop.
Project Director: Henderson, Donna L.
Organization: Guam Community College, P O Box 23069, Guam Main Facility, Guam 96921
Sponsoring Agency: Guam Dept. of Education, Agana
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $2,159
Descriptors: *Sex Fairness, *Workshops, *Program Development, Community Colleges, Marriage
Identifiers: State, Proposal

Project staff will upgrade the sex equity program of Guam Community College. A consultant will review existing sex equity programs and provide information to assist in future development of such programs; conduct a sex equity workshop to inform participants of the legal requirements of sex equity regulation, develop awareness and sensitivity to sex-bias, identify ways of overcoming sex bias, and identify means of developing bias-free educational programs. A presentation, "How Sex-Bias Can Harm a Marriage," will be made to the public.

Curriculum Development (Sec. 133)

000483

Curriculum Development in Apprenticeship Trades.
Project Director: Williams, Roland
Organization: Guam Community College, Apprenticeship and Training Division, P O Box 23069, Guam Main Facility, Guam 96921

Sponsoring Agency: Guam Dept. of Education, Agana
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $19,702
Descriptors: *Apprenticeships, *Industrial Education, *Articulation Education, Curriculum Development, Postsecondary Education
Identifiers: State, Proposal

A consultant will write course outlines, develop courses of study, select appropriate texts, evaluate curriculum activities, and monitor the work process for a curriculum development program in apprenticeships. Staff will be selected and trained for industrial education programs, and an articulation system between vocational and apprenticeship education programs will be developed.

IDAHO

Research (Sec. 131)

000484

Vocational Curriculum and In-service Needs Assessment.
Project Director: Taylor, Cleve
Organization: University of Idaho, Division of Vocational Teacher Education, Moscow, ID 83843
Telephone: 885-6556
Sponsoring Agency: Idaho State Dept. of Education, Boise
Contract/Control No.: R-01-80
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $6,000
Descriptors: *Inservice Teacher Education, *Needs Assessment, *Program Design, *Program Development, *Management Development, *School Counselors, Curriculum Development, Educational Planning
Identifiers: State, Proposal

A list of immediate and future curriculum and in-service needs will be developed and validated with recommended priority for all divisions of vocational education including guidance and administration. A model for determining curriculum and in-service needs of individual instructors also will be provided. Data from vocational education personnel will be compiled and analyzed and a final report written. The project will provide a data base for program development and design for immediate and future needs.

Exemplary and Innovative (Sec. 132)

000485

Exemplary Forestry and Ranching Program (Continuation).
Organization: Salmon School District 2, Salmon, ID 83467
Telephone: (208) 756-4271
Sponsoring Agency: Idaho State Dept. of Education, Boise
Contract/Control No.: E-32-80
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $29,000
Descriptors: *Forestry, *Forestry Occupations, *Pilot Projects, *Agricultural Education, Secondary Education, Lumber Industry
Identifiers: State, Proposal, *Ranching

The exemplary forestry and ranching program at Salmon High School will be continued to further prepare high school students for employment in forestry and ranching occupations. A pilot site for observing and field testing the forestry and ranching option will be established.

000486

Satellite Surgical Technology Program.
Organization: Boise State University, School of Vocational-Technical Education, Boise, ID 83725
Telephone: (208) 385-1441
Sponsoring Agency: JAX35050
Contract/Control No.: E-31-80
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $1,783
Descriptors: *Satellite Facilities, *Surgical Technicians, *Clinical Experience, *Institutional Cooperation, *Allied Health Occupations Education, Nursing, Postsecondary Education, On The Job Training
Identifiers: State, Proposal

A satellite program will be established to train students to become surgical technicians and eligible to take the surgical technician certificate exam as required by the Idaho State Board of Nursing. The satellite program will provide certified surgical technicians for hospitals where clinical facilities are not adequate to justify a full-time program. Students will spend eight weeks in the classroom and laboratory at Boise State University, then go to a sponsoring hospital for clinical experience and to finish required theory study. Instructors will visit sponsoring hospitals to assess clinical experiences available to students, set up the program, and orient the surgery to program goals. A registered nurse will assign surgical cases as the student is ready for progressively difficult cases, supervise the clinical experience, and evaluate the student's progress. Clinical experience will include, in addition to scrubbing, at least two weeks picking and wrapping instrument packages, selecting supplies needed for the day's cases, obstetrical experiences, and at least ten days' circulating experiences. Satellite students will participate in the same curriculum as in-students through a series of lesson plans. An instructor will visit the clinical area every eight weeks to assess the student's progress and determine if the student is receiving proper clinical experiences.

ILLINOIS

Research (Sec. 131)

000487

Model Development for an Exemplary Women's Program.
Project Director: Coryell, Kristine Winn
Organization: Richland Community College, 2425 Federal Drive, Decatur, IL 62526
Telephone: (217) 875-7200
Sponsoring Agency: Illinois State Office of Eduation, Springfield
Contract/Control No.: R-31-10-D-0413-361
Funding Period: Start Date 01 Jan 80; End Date 30 Jun 80
Fiscal Year Funding: $23,184
Descriptors: *Womens Education, *Needs Assessment, *Community Colleges, Models, Program Development, Educational Programs
Identifiers: State, Proposal

Preliminary to the eventual development of an exemplary project model for women's occupational-educational programming for community colleges, a locally directed needs assessment will be conducted on target women's populations. A survey will be conducted of assessment strategies, intervention activities, programming efforts, and organizational patterns of women's occupational and educational programs at selected community colleges. A comprehensive model of an exemplary women's project focusing on occupational development, will be developed to be placed in operation in phase 2. A final report will be delivered.

000488

Curriculum Development and Implementation of an Alcohol and Ethanol Production Training Program.
Project Director: Black, Hartzel L.
Organization: Southeastern Illinois College, Vienna Correctional Center, Vienna, IL 62995
Telephone: (618) 658-9090
Sponsoring Agency: Illinois State Office of Eduation, Springfield
Contract/Control No.: R-31-10-D-0413-384
Funding Period: Start Date 15 Feb 80; End Date 30 Jun 80
Fiscal Year Funding: $22,656
Descriptors: *Manufacturing, *Agricultural Production, *Fuels, *Job Training, *Institutionalized Persons, Curriculum Development, Facility Planning, Training Methods, Agency Cooperation, Coordination
Identifiers: State, Proposal, *Alcohols, Ethanol

To implement a training program for alcohol and ethanol production, an individual will be employed to develop the physical plant and curriculum. In addition, methods of ethanol production will be researched and appropriate uses for agricultural production developed. Relationships between the U S Department of Energy, the Illinois department of energy, correctional industries, correctional school district 428, and the Vienna Correctional Center will be developed to provide training for employment in ethanol production. A final report will be delivered.

000489

Planning Model for a Hotel and Restaurant Program and an Education Center in an Urban Area.

Project Director: Zaida, Walter F.
Organization: Joliet Junior College, 1216 Houbolt Avenue, Joliet, IL 60436
Telephone: (815) 729-9020
Sponsoring Agency: Illinois State Office of Eduation, Springfield
Contract/Control No.: R-31-10-X-0413-321
Funding Period: Start Date 17 Sep 79; End Date 30 Jun 80
Fiscal Year Funding: $39,798
Descriptors: *Economically Disadvantaged, *Feasibility Studies, *Hotels, *Food Service Occupations, *Needs Assessment, *Program Planning, *Disabilities
Identifiers: State, Proposal

The feasibility of meeting the needs of the economically disadvantaged and the handicapped through establishing and operating a hotel and restaurant and a downtown center will be determined. A three-year plan including goals and objectives, course outlines, program descriptions, and course materials will be prepared. A plan for establishing and marketing the Culinary, Industrial, Business Institute of the Midwest also will be developed. The final planning model will be delivered.

000490

Comprehensive Information Program and Services for Vocational Education (Continuation).

Project Director: Stromberg, Eldon D.
Organization: ComUnigraph, Inc, 530 S Grand West, Springfield, IL 62704
Telephone: (217) 544-3737
Sponsoring Agency: Illinois State Office of Eduation, Springfield
Contract/Control No.: R-31-20-X-0416-204
Funding Period: Start Date 11 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $126,965
Descriptors: *Public Relations, *Graphic Arts, *Printing, *Information Dissemination, *Publications, Standards
Identifiers: State, Proposal

A graphic standards program and manual for managing printed media will be designed, developed, and implemented based on information gathered in Phase 1. A statewide public information program for vocational education will be developed, produced, implemented, and evaluated. Graphics and reproduction services will be provided to develop vocational program materials. A final report will be delivered.

000491

Sex Discrimination and Bias in Vocational Education—A Model for Positive Awareness.

Project Director: Green, Albert
Organization: Richland Community College, 2425 Federal Drive, Decatur, IL 62526
Sponsoring Agency: Illinois State Office of Eduation, Springfield
Contract/Control No.: R-31-30-D-0415-183
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $50,000
Descriptors: *Nontraditional Occupations, *Sex Role, *Sex Fairness, *Information Dissemination, *Audiovisual Instruction, *Inservice Education, Community Colleges, Equal Education, Sex Stereotypes, Career Choice, Instructional Materials
Identifiers: State, Proposal

A brochure will be developed to promote the use and dissemination of a slide/tape program examining the part sex-role stereotyping plays in career selection, the reasons why men and women are considering nontraditional careers, and the types of nontraditional vocational training available in Richland Community College. A special series of field workshops focusing on educational equality activities in the college district will be continued and improved, and a statewide workshop will be developed. Sex equity educational materials will be developed through minigrants, and promotional literature and a newsletter on sex equality will be developed and disseminated. A final report will be delivered.

000492

Study of the Nontraditional and Social Impacts of Vocational Education on Individuals in the State of Illinois (Continuation).

Project Director: Carvell, Fred; Et Al
Organization: CARVELL Education Management Planning, P O Box 531, Los Altos, CA 94022
Telephone: (415) 941-9118
Sponsoring Agency: Illinois State Office of Eduation, Springfield
Contract/Control No.: R-31-30-X-0134-216
Funding Period: Start Date 01 Nov 79; End Date 31 Jul 80
Fiscal Year Funding: $77,440
Descriptors: *Case Studies, *Followup Studies, *Longitudinal Studies, *Program Evaluation, *Student Evaluation, *Student Characteristics
Identifiers: State, Proposal

During the second year of the study, the CARVELL team director will establish liaison with the AVTE project monitor and maintain communications with the eight participating program sites. Follow-up interviews will be conducted with about 100 case study students to update case files for 1979-80. From these interviews, about ten case studies will be written as examples of the impact of vocational education programs in Illinois. Analysis of nontraditional outcomes of vocational education will be used to examine the effects of such training and support services on trainees' lives and economic status. The longitudinal case study method used in the project will provide more detailed and complete assessment of different delivery systems and procedures used to provide vocational education for students with special needs as well as those in traditional school systems. A final report will be delivered.

000493

Development of a Publicly Supported Educational Program for Young Farmers and Agribusiness Persons in Illinois (Continuation).

Project Director: Harzman, Leonard
Organization: Western Illinois University, Department of Agriculture, 203b Knoblauch Hall, Macomb, IL 61455
Telephone: (309) 298-1202
Sponsoring Agency: Illinois State Office of Eduation, Springfield
Contract/Control No.: 4-31-30-X-0415-127
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $23,897
Descriptors: *Inservice Teacher Education, *Agricultural Occupations, *Young Farmers Education, *Agribusiness, *Vocational Education Teachers, *Agricultural Education
Identifiers: State, Proposal

A series of in-service workshops for agricultural occupations instructors will be conducted using the educational materials developed in phase 2 to explain how agricultural occupations instructors can organize and effectively conduct young farmer chapters and the importance of such programs to young farmers and agribusiness persons. A final report will be delivered.

000494

Development of an Information Base and Exchange System for the Improvement of Industrial Oriented Programs in Illinois—Phase 2.

Project Director: Tomlinson, Robert M.
Organization: University of Illinois, 345 College of Education, Urbana, IL 61801
Telephone: (217) 333-2757
Sponsoring Agency: Illinois State Office of Eduation, Springfield

Contract/Control No.: R-31-30-X-0415-169
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $47,036
Descriptors: *Industrial Education, *Information Networks, *State Surveys, *Information Systems, *Data Bases
Identifiers: State, Proposal

In phase 2 of this project to establish an ongoing information and communication exchange system for improving industrial programs, the inventory of industrial teachers and programs will be extended statewide. The data system will be extended and improved, and analyses conducted. The information system will be compatible with and supplement existing procedures and formats and will focus on the supply and demand for teachers, identification of program needs and areas for improvment. A final report will be delivered.

000495

Develop Curriculum for Training of Solar Energy Technicians.
Project Director: Rooney, Norma
Organization: 15800 South State Street, South Holland, IL 60473
Telephone: (312) 596-2000
Sponsoring Agency: Illinois State Office of Eduation, Springfield
Contract/Control No.: R-31-10-X-0222-308
Funding Period: Start Date 01 Sep 79; End Date 30 Jun 80
Fiscal Year Funding: $4,540
Descriptors: *Solar Radiation, *Paraprofessional Personnel, *School Business Relationship, *Construction Process, *Energy
Identifiers: State, Proposal

A solar energy technician option for the building construction technology program will be developed; made available to employers, employees, and students, and evaluated and improved. A tentative curriculum based on employers' responses will be submitted to other employers for their review and to obtain information on possible implementation dates.

000501

Two-Year Sequential Curriculum Guide for Related Cooperative Vocational Education Class.
Project Director: Lowe, Larry J.
Organization: McLean County District 5, 700 Hale Street, Normal, IL 61761
Telephone: (309) 452-4476
Sponsoring Agency: Illinois State Office of Eduation, Springfield
Contract/Control No.: R-33-10-X-0273-300
Funding Period: Start Date 01 Sep 79; End Date 30 Jun 80
Fiscal Year Funding: $24,000
Descriptors: *Curriculum Guides, *Cooperative Education, Secondary Education, Curriculum Evaluation
Identifiers: State, Proposal

A comprehensive two-year sequential curriculum guide for the related class of the cooperative vocational education program will be developed, tested with five programs at Normal community high school, published, and evaluated.

Exemplary and Innovative (Sec. 132)

000496

Institute for Native American Development (INAD).
Project Director: Limas, Michael
Organization: City Colleges of Chicago, Truman College, 1145 West Wilson Avenue, Chicago, IL 60640
Telephone: 878-1700
Sponsoring Agency: Illinois State Office of Eduation, Springfield
Contract/Control No.: R-32-20-6-0293-213
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $96,139
Descriptors: *Job Placement, *Student Evaluation, *Skill Development, *Adult Vocational Education, *American Indian Education, Postsecondary Education, Counseling Services, Student Financial Aid, Cultural Awareness, Student Placement, Individualized Programs
Identifiers: State, Proposal

One hundred-fifty to two hundred native Americans over 18 years of age in the uptown and lakeview area will be identified and assessed; an individual education career plan will be developed for each. Some participants will be placed in vocational training, particularly in Truman College; others will be referred to social service agencies, adult education centers, or employement opportunities. Vocational students will receive financial aid; personal, educational, and career counseling; and personal and cultural awareness development and will be placed on jobs after completing training.

Curriculum Development (Sec. 133)

000497

Transportation and Warehousing Curriculum Research—Phase 2.
Project Director: Harris, E. Edward
Organization: Northern Illinois University, Wirtz Hall 323, DeKalb, IL 60115
Telephone: (815) 753-1664
Sponsoring Agency: Illinois State Office of Eduation, Springfield
Contract/Control No.: R-33-20-X-0442-239
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $26,411
Descriptors: *Curriculum Guides, *Instructional Materials, *Warehouses, *Distributive Education, *Behavioral Objectives, *Transportation, *Curriculum Research, *Curriculum Evaluation, Secondary Education
Identifiers: State, Proposal

A curriculum guide for transportation and warehousing will be developed, and will include competency statements, cluster objective, suggested learning activities, and instructional materials. The guide will be field tested in 200 local education agencies and transportation and warehousing institutions, revised, and disseminated. A final report will be delivered.

000498

Development of a Hardware, Building Materials, and Farm and Garden Curriculum Guide (Continuation).
Project Director: Luft, Roger L.
Organization: Southern Illinois University, Carbondale, IL 62901
Telephone: (618) 453-3321
Sponsoring Agency: Illinois State Office of Eduation, Springfield
Contract/Control No.: R-33-20-X-0442-240
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $23,446
Descriptors: *Curriculum Guides, *Marketing, *Instructional Materials, *Distributive Education, *Agricultural Occupations, *Building Materials, Teacher Workshops, Class Activities, Job Skills, Curriculum Evaluation, Secondary Education, Postsecondary Education
Identifiers: State, Proposal

In phase 2, project staff will continue developing learning activities and identifying resources necessary for preparing students for entry-level employment in hardware, building materials, and farm and garden occupations. Pilot materials of the curriculum guide will be field tested. In phase 3, project staff will revise the guide to reflect field test results and conduct dissemination workshops for marketing and distributive education teachers. A final report will be delivered.

000499

Planning for the Development of Comprehensive, Sequential Vocational Home Economics Curriculum—Phase 1.
Project Director: Griggs, Mildred Barnes
Organization: University of Illinois, Department of Vocational and Technical Education. 345 Education Building, Urbana, Il 61801
Sponsoring Agency: Illinois State Office of Eduation, Springfield
Contract/Control No.: R-33-10-X-0442-363
Funding Period: Start Date 01 Jan 80; End Date 30 Jun 80
Fiscal Year Funding: $48,582
Descriptors: *Home Economics Education, *Sequential Programs, *Curriculum Development, Advisory Committees, Surveys
Identifiers: State, Proposal

To provide up-to-date comprehensive sequential vocational home economics materials for use in grades 6-12, data and materials will be gathered and reviewed. Stratified populations of home economics programs including area vocational centers; business, industry, and service agencies; and selected home economics teachers or administrators will be surveyed. A proposal will be pepared and submitted for phase 2, curriculum development, and phase 3, field testing and disseminating the curriculum. An advisory committee consisting of members from business, industry, service agencies, and industry will be formed.

000500

Core Curriculum in Agriculture.

Project Director: Hemp, Paul; Courson, Roger
Organization: University of Illinois, 357 Education Building, Urbana, IL 61801
Telephone: 333-3166
Sponsoring Agency: Illinois State Office of Eduation, Springfield
Contract/Control No.: R-33-10-X-0442-338
Funding Period: Start Date 01 Feb 80; End Date 30 Jun 80
Fiscal Year Funding: $42,631
Descriptors: *Instructional Materials, *Agricultural Education, *Core Curriculum, * Secondary Education
Identifiers: State, Proposal

Existing manpower and competency studies will be reviewed to determine agricultural manpower needs in Illinois and entry-level competencies common to most agricultural taxonomy areas. Agriculture course outlines and high school curriculum materials in use in Illinois and other states will be collected, and a tentative outline for course content to be used in grade 9 of the core curriculum for both the rural agriculture program and the metropolitan agriculture program will be developed. Two or more prototype instructional modules will be developed for review by an advisory committee and others. A general information meeting and two workshops will be conducted at the Illinois Agricultural Occupations Teachers' Conference. A proposal for phase 2 and a final report will be delivered.

000502

Development of Multicultural, Competency-Based, Vocational-Technical Curricula.

Project Director: Merritt, E. Hollis
Organization: Southern Illinois University, School of Technical Careers, Carbondale, IL 62901
Telephone: (618) 536-6682
Sponsoring Agency: Illinois State Office of Eduation, Springfield
Contract/Control No.: R-33-10-C-0442-400
Funding Period: Start Date 13 Feb 80; End Date 30 Jun 80
Fiscal Year Funding: $29,931
Descriptors: *Bilingual Education, *Spanish Speaking, *Multicultural Education, *Competency Based Education, *Indochinese, *Instructional Materials
Identifiers: State, Proposal

To reduce linguistic and cultural barriers to learning among limited-English-speaking adults (LESAs) and to improve vocational instruction, multicultural competency-based curricula in eight areas (automobile body repair, automobile mechanic, building maintenance mechanic, combination welder, fiberglass technician, food service, machine trades, and secretarial/clerical) will be developed. Bilingual materials for Pocho- and Laotian-speaking LESAs will be developed with generic application to other vocational and technical training needs for other Spanish and Indochinese LESA groups. Essential vocational and technical terms will be identified and defined in a lexicon and vocational English as a second language component. A final report will be delivered.

INDIANA

Research (Sec. 131)

000503

Promotion of Training, Participation, and Placement Programs with Area Employers.

Organization: Upper Wabash Vocational School, P O Box 606, Wabash, IN 46992
Telephone: (219) 563-7481
Sponsoring Agency: Indiana State Board of Vocational And Technical Education, Indianapolis
Contract/Control No.: 151-80-III-1
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $9,960
Descriptors: *Cooperative Education, *Job Training, *Adults, *Job Placement, *School Business Relationship, Secondary Education
Identifiers: State, Proposal

The occupational training needs of adults in the school area will be determined and employers who provide training stations for cooperative education and CETA-YETP students will be identified. A personal relationship between employers and the school will be established so employers will better use existing placement services. The need for future growth of the school's secondary occupational training programs will be determined.

Curriculum Development (Sec. 133)

000504

Vincennes University Postsecondary Instructional Learning Content in Printing Tasks.

Project Director: Whitkanack, Ken
Organization: Vincennes University, 1002 North First Street, Vincennes, IN 47591
Sponsoring Agency: Indiana State Board of Vocational And Technical Education, Indianapolis
Contract/Control No.: 8-80-III-3
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $20,000
Descriptors: *Printing, *Articulation Education, *College School Cooperation, *Task Analysis, Instructional Materials, Postsecondary Education, Secondary Education, Course Content
Identifiers: State, Proposal

Learning content for specific printing task domains, a printing program management plan, and a secondary-postsecondary articulation model will be developed. The model will be tested, evaluated, and revised.

KENTUCKY

Research (Sec. 131)

000505

Research the Career-Based Vocational Education (CBVE) Effectiveness of the Consortium of Murray State University, Northern Kentucky University, and the University of Louisville.

Project Director: Scott, Gary D.; And Others
Organization: Northern Kentucky University, Highland Heights, KY
Telephone: (606) 292-5467
Sponsoring Agency: Kentucky State Dept. of Education, Frankfort
Contract/Control No.: G58810013F
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $11,102
Descriptors: *Competency Based Education, *Attitude Measures, *Educational Assessment, *Teaching Methods, Conventional Instruction, Program Implementation
Identifiers: State, Proposal

Students, teachers, and administrators who have used competency-based vocational education (CBVE) modules will be surveyed to determine their attitudes toward the CBVE approach. Other objectives are to compare the CBVE method of instruction including cognitive-style mapping to the traditional teaching method, to assess strengths and weaknesses in the in-service education program for CBVE teachers and administrators, to compare CBVE with traditional programs in

terms of placement and employer satisfaction, and to develop strategies for overcoming barriers to optimal implementation. A report including recommendations will be delivered.

000506

Research the Career Based Vocational Education (CBVE) effectiveness of the Consortium of Murray State University, Northern State University, and the University of Louisville.

Project Director: Wells, Randy; And Others
Organization: Louisville University, Louisville, KY
Telephone: (502) 762-4185
Sponsoring Agency: Kentucky State Dept. of Education, Frankfort
Contract/Control No.: H2881003F
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $39,938
Descriptors: *Competency Based Education, *Attitude Measures, *Educational Assessment, *Teaching Methods, Conventional Instruction, Program Implementation
Identifiers: State, Proposal

Students, teachers, and administrators who have used competency-based vocational education (CBVE) modules will be surveyed to determine their attitudes toward the CBVE approach. Other objectives are to compare the CVBE method of instruction including cognitive-style mapping to the traditional teaching method, to assess strengths and weaknesses in the in-service education program for CBVE teachers and administrators, to compare CBVE with traditional programs in terms of placement and employer satisfaction, and to develop strategies for overcoming barriers to optimal implementation. A report including recommendations will be written.

000507

Placement and Follow Up.

Organization: University of Kentucky, Lexington, KY
Sponsoring Agency: Kentucky State Dept. of Education, Frankfort
Contract/Control No.: V28810023F
Funding Period: Start Date 01 Sep 79; End Date 30 Jun 80
Fiscal Year Funding: $6,335
Descriptors: *Job Placement, *Followup Studies, *Program Evaluation, *Program Effectiveness, *Inservice Education, Systems Analysis
Identifiers: State, Proposal

The Kentucky placement and follow-up system will be assessed to determine the effectiveness of the different components and the potential usefulness of the system. Objectives will include surveying the fourteen education regions to determine the extent to which they have implemented the system and identifying barriers and implementing methods and strategies for analyzing placement and follow-up data to determine the effectiveness of vocational education programs. At least two in-service workshops on implementing the system will be conducted to inform personnel about possible use of the data generated by different components of the system.

000508

Teacher Education Accountability System.

Organization: University of Kentucky, Lexington, KY
Sponsoring Agency: Kentucky State Dept. of Education, Frankfort
Contract/Control No.: V28810033F
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $6,005
Descriptors: *Teacher Education Programs, *Accountability, *Recordkeeping, *Educational Assessment, *Program Evaluation, *Information Needs, Check Lists, Annual Reports
Identifiers: State, Proposal

A teacher education accountability reporting system will be developed and adopted, and each teacher education institution will adopt a uniform system for reporting program review data. The state department of education's vocational five-year plan will be reviewed to determine data needed from teacher education institutions for the annual accountability report. A checklist of suggested or essential documentation will be developed, field tested, and reviewed. Procedures and instructions for teacher education self-study and evaluation will be developed.

000509

Impact of Kentucky's Staff Exchange Program.

Organization: University of Kentucky, Lexington, KY
Telephone: (606) 257-3897
Sponsoring Agency: Kentucky State Dept. of Education, Frankfort
Contract/Control No.: V28810033F (VK)
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $12,167
Descriptors: *Teacher Exchange Programs, *Program Evaluation, *School Business Relationship
Identifiers: State, Proposal

The impact of the staff exchange experience in bringing about changes in vocational instructional methods and content and in facilitating industry and business involvement in vocational education will be assessed. Guidelines for operating the program more effectively and suggestions and recommendations for program improvement will be identified.

000510

Dissemination and Diffusion Program in Kentucky Vocational Education (Continuation).

Project Director: Kennedy, Elsie
Organization: Kentucky State Department of Education, Bureau of Vocational Education, Research Coordinating Unit. Capital Plaza Tower, Frankfort, KY 40601
Telephone: (502) 564-3096
Sponsoring Agency: Kentucky State Dept. of Education, Frankfort
Contract/Control No.: X99880033F
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $25,000
Descriptors: *Information Dissemination, *Educational Innovation, *Public Relations, *Workshops, Information Systems, Periodicals, Information Services, Slides, Audiovisual Instruction, Programing Broadcast, Radio
Identifiers: State, Proposal
Descriptive Note: This project also received $37,000 under Sec. 132 for FY 1980

Project staff will assist in dissemination efforts, continue a document notification and availability system, continue a vocational information diffusion journal, continue the production of twelve television and nine radio programs, and develop and conduct workshops on topics related to funded research and development activities. In addition, staff will aid in administering a pilot program to fund innovative, selected research and exemplary programs and a demonstration sites program to identify innovative programs and share the results. A slide series on developing dissemination plans and a slide/tape presentation on dissemination and public relations will be produced.

MARYLAND

Research (Sec. 131)

000511

Quality Indicators in Vocational Education.

Project Director: Pinson, Nancy
Organization: Maryland State Depatment of Education, Division of Vocational-Technical Education. 200 West Baltimore Street, Baltimore, MD 21201
Telephone: (301) 659-2568
Sponsoring Agency: Maryland State Dept. of Education, Baltimore
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $6,500
Descriptors: *Educational Qualtiy, *National Surveys, *Educational Planning
Identifiers: State, Proposal

To obtain a national consensus of the indicators of quality in vocational education programs, a national survey will be conducted to identify 300 indicators of qualtiy. These indicators then will be reduced to twelve to become the basic indicators for all states' vocational education programs. Local education agency (LEA) directors will in-

corporate the twelve indicators in annual plans to improve and ensure quality in the ocal plan and in all vocational programs. A final report will be disseminated to LEA vocational directors and supervisors; technical assistance will be provided.

000512

Effectiveness of Multiple Delivery Systems of Vocational Education with Certain Target Groups.

Project Director: Pinson, Nancy

Organization: Maryland State Department of Education, Division of Vocational-Technical Education. 200 West Baltimore Street, Baltimore, MD 21201

Telephone: (301) 659-2568

Sponsoring Agency: Maryland State Dept. of Education, Baltimore

Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80

Fiscal Year Funding: $8,000

Descriptors: *Educational Quality, *Correlation, *Graduate Surveys, *Delivery Systems, *Program Effectiveness, Vocational Followup

Identifiers: State, Proposal

Twelve identified basic indicators of quality in vocational education programs will be used to determine their correlation with program completion, program source, placement, and followup of a large sample of vocational education students. Multiway analysis of variance, factor analysis, and correlation techniques will be used to analyse the data. A final report will be delivered.

Exemplary and Innovative (Sec. 132)

000513

Program Designed to Test a Prevocational Model for Grades 7 and 8.

Project Director: Sargent, K. R.

Organization: Maryland State Department of Education, Division of Vocational Technical Education. 200 West Baltimore Street, Baltimore, MD 21201

Telephone: (301) 659-2096

Sponsoring Agency: Maryland State Dept. of Education, Baltimore

Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80

Fiscal Year Funding: $30,355

Descriptors: *Prevocational Education, *Career Guidance, *Career Exploration, *Program Evaluation, Private Schools, Nonprofit Organizations, Junior High Schools, Grade 7, Grade 8, Secondary Education

Identifiers: State, Proposal

A model prevocational program suitable for use in other local education agencies will be developed, monitored, and tested. The model will include a guidance component, a set of exploration experiences, and involvement of students from public and private nonprofit schools.

Curriculum Development (Sec. 133)

000514

Development of a Competency-Based Curriculum in Custodial Services.

Project Director: Harrington, Fred W.

Organization: Tau Associates, Inc, P O Box 227, Fairmont, WV 26554

Telephone: (304) 348-7880

Sponsoring Agency: LRY45900

Funding Period: Start Date 01 Nov 79; End Date 30 Jun 80

Fiscal Year Funding: $7,650

Descriptors: *Competency Based Education, *Custodian Training, *Instructional Materials, *Behavioral Objectives, Teaching Guides, Check Lists, Secondary Education, Postsecondary Education

Identifiers: State, Proposal

Camera-ready copy for a competency-based curriculum in custodial services will be produced and delivered using the custodial Vocational-Technical Education Consortium of States catalog and other approporiate materials. A list of competencies will be compiled, reviewed, and grouped into units of instruction. Student competency sheets and a teacher's guide will be developed and approved. The curriculum will be written at the fourth grade reading level. Products will include alternative instructional strategies, cognitive evaluations with answer keys, and a final report.

000515

Competency-Based Instruction in Automotive Power Trains for Automotive Technology Students at Montgomery College (Continuation).

Project Director: Cantor, Jeffrey A.

Organization: Montgomery College, 51 Mannakee Street, Rockville, MD 20850

Telephone: (301) 279-5143

Sponsoring Agency: Maryland State Dept. of Education, Baltimore

Funding Period: Start Date 15 Dec 79; End Date 30 Jun 80

Fiscal Year Funding: $1,953

Descriptors: *Competency Based Education, *Instructional Materials, *Auto Mechanics, *Audiovisual Instruction, *Learning Modules, *Programed Instruction, Postsecondary Education, Secondary Education

Identifiers: State, Proposal

A competency-based program in automotive power trains will be developed. Audiovisual software will be developed and assessed to be used together with programmed instructional packages in automotive transmissions and drive lines. The program will then be integrated into the existing course, evaluated, and modified. Skill development modules will be designed and conducted to supplement the package. The instructional package will include competency sheets, course objectives, and employability profiles.

000516

Marketing Competencies for Business Articulation.

Project Director: Van Doren, Doris C.

Organization: Howard Community College, Little Patuxent Parkway, Columbia, MD 21044

Telephone: (301) 922-4827

Sponsoring Agency: Maryland State Dept. of Education, Baltimore

Funding Period: Start Date 25 Jun 80; End Date 21 Jul 80

Fiscal Year Funding: $2,970

Descriptors: *Marketing, *Articulation Education, *Competency Based Education, *Behavioral Objectives, Business Education, Secondary Education, Community Colleges, Postsecondary Education

Identifiers: State, Proposal

A competency profile in marketing for the business management and business administration programs will be developed; a course on principles of marketing will be designed; student competency sheets for marketing will be written; and articulation with Howard County high schools and area vocational and technical schools will be improved. Activities that use the competency-based education approach in job development and job placement will be coordinated with the secondary business faculty and with the college counseling center which uses the student competency sheets. A final report will be delivered.

000517

Maryland Vocational Curriculum Research and Development Center (Continuation).

Project Director: Maley, D.; Mangano, R. Michael

Organization: University of Maryland, J. M. Patterson Building, College Park, MD 20742

Telephone: (301) 454-2260

Sponsoring Agency: Maryland State Dept. of Education, Baltimore

Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80

Fiscal Year Funding: $110,000

Descriptors: *Curriculum Study Centers, *Research and Development Centers, *Competency Based Education, *Information Networks, Library Catalogs, Resource Guides, Carpenters, Cosmetology, Distributive Education, Allied Health Occupations

Identifiers: State, Proposal

Functioning within the Maryland Vocational Curriculum Management System, a center for curriculum research, development, evaluation, and diffusion will be provided. National, regional, and state linkages and an information exchange network will be maintained. Products will include two competency-based instructional guides in carpentry and cosmetology, one camera-ready copy each of two teacher resource guides in health occupations and distributive education, editing of four issues of "Resources Review," an annual catalog of vocational curriculum materials in the free-loan library, and a booklet of final report abstracts of fiscal year 1979 program improvement activities. A final report will be delivered.

000518

Vocational-Technical Education Consortium of States (V-TECS) Analysis Project.

Project Director: Shurter, William J.
Organization: University of Maryland, College Park, MD
Telephone: 454-4264
Sponsoring Agency: Maryland State Dept. of Education, Baltimore
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $60,000
Descriptors: *Behavioral Objectives, *Competency Based Education, *Architectural Drafting, *Curriculum Guides, Criterion Referrenced Tests, Secretaries, Check Lists, Task Analysis, Secondary Education, Postsecondary Education
Identifiers: State, Proposal, Vocational Technical Education Consortium States, *Word Processing

Four V-TECS catalogs for executive secretary, correspondence word processing specialist, word processing administrative support secretary, and architectural drafter will be completed. Three V-TECS catalogs will be started. Procedures will include developing a state-of-the-art study, occupational inventory, domain report, field review catalog, and final catalog. A final report will be prepared.

000519

Developing Model Competency-Based Vocational Education Course in Postsecondary Institutions.

Project Director: Eburg, Barbara A.; Levin, Elka S.
Organization: Community College of Baltimore, 2901 Liberty Heights Avenue, Baltimore, MD 21215
Telephone: (301) 396-0306
Sponsoring Agency: Maryland State Dept. of Education, Baltimore
Funding Period: Start Date 15 Jan 80; End Date 30 Jun 80
Fiscal Year Funding: $3,000
Descriptors: *Competency Based Education, *Dental Assistants, *Articulation Education, *Teaching Guides, *Learning Modules, *Behavioral Objectives, Secondary Education, Community Colleges, Postsecondary Education
Identifiers: State, Proposal

A competency-based course for dental assisting in the specialities will be developed and divided into modules. Learning packages with performance objectives will be developed; a challenge examination will be constructed; and a teacher's guide including instructions, keys, bibliography, and a competency profile will be written. The course will provide a pattern for articulation between secondary institutions, dental health occupations programs, and the dental assisting program of the Community College of Baltimore. A final report will be written.

MICHIGAN

Research (Sec. 131)

000520

Employer Follow-up Survey of 1979 School Completers and Leavers.

Project Director: Wargelin, Laurie
Organization: CRW Associates, Inc, 681 W. Forest, Detroit, MI 48201
Telephone: (313) 831-5155
Sponsoring Agency: Michigan State Dept. of Education, Lansing
Contract/Control No.: 7412
Funding Period: Start Date 21 Apr 80; End Date 30 Sep 80
Fiscal Year Funding: $43,100
Descriptors: *Employer Attitudes, *Educational Assessment, *Followup Studies, *High School Graduates, Surveys
Identifiers: State, Proposal

In phase 1 of this project to determine employer's evaluations of Michigan vocational high school graduates, a telephone questionnaire will be designed and pretested. During phase 2, 4,400 employers and supervisors will be surveyed. Information recorded by interviewers will be coded for statistical analysis in phase 3; and in phase 4, a final report including documentation, analysis, evaluation of the consultant's acticities, and recommendations for conducting other surveys will be submitted.

MINNESOTA

Curriculum Development (Sec. 133)

000521

Low and High Pressure Steam Engineering Curriculum (Continuation).

Project Director: Leenes, Richard
Organization: Hutchinson Area Vocational-Technical Institute, Hutchinson, MN 55350
Telephone: (612) 878-2317
Sponsoring Agency: Minnesota State Dept. of Education, St. Paul
Contract/Control No.: 8-CD-80/MN-80-94 482-1-08-CD-133
Funding Period: Start Date 01 Sep 79; End Date 30 Jun 80
Fiscal Year Funding: $2,500
Descriptors: *Engineering Education, *Energy Conservation, *Inservice Teacher Education, *Instructional Materials, Slides, Vocational Education Teachers, Transparencies, Secondary Education, Postsecondary Education
Identifiers: State, Proposal, *Steam Engineering

All aspects of low and high pressure steam engineering curriculum will be updated, information on all new developments in the field will be added, and slides and transparencies will be updated to reflect current equipment and processes. The latest information on energy conservation also will be included. Six regional in-service workshops of three hours each will be held for instructors on using the new curriculum.

000522

Alcohol Fuel Producton and By-Product Utilization.

Organization: Granite Falls Area Vocational-Technical Institute, 15th Street and 11th Avenue, Granite Falls, MN 56241
Telephone: (612) 564-4081
Sponsoring Agency: Minnesota State Dept. of Education, St. Paul
Contract/Control No.: 9-CD-80-MN-80-94-4-482-1-09-CD-133
Funding Period: Start Date 02 Feb 80; End Date 30 Jun 80
Fiscal Year Funding: $2,500
Descriptors: *Fuels, *Adult Education, *Fuel Consumption, Postsecondary Education, Program Design, Farmers
Identifiers: State, Proposal, *Alcohols

Existing materials in alcohol fuel processes will be researched, areas which need curriculum development will be established, and curriculum units for the areas with the greatest need will be written to make farmers and postsecondary students more aware of the potential of alcohol fuel as an alternative energy resource. An outline of a complete adult training course in alcohol fuel production and use will be prepared.

000523

Telephone Station Installation, Maintenance, and Telephone Key Systems.

Project Director: Baymler, James
Organization: Wadena Area Vocational-Technical Institute, 405 Southwest Colfax, Wdena, MN 56482
Telephone: (218) 631-3342
Sponsoring Agency: Minnesota State Dept. of Education, St. Paul

Contract/Control No.: 10-CD-80/MN-80-94-482-1-10-CD-133
Funding Period: Start Date 19 Feb 80; End Date 30 Jun 80
Fiscal Year Funding: $2,400
Descriptors: *Instructional Materials, *Telephone Communications Systems, *Workshops, *Staff Development, Job Skills
Identifiers: State, Proposal

Curriculum and instructional materials will be developed to be used in a workshop to upgrade telephone industry employee's skills. A training program (thirty-six hours for installation and maintenance and sixty-four hours for keysystem) will be developed. The curriculum will be available to the entire telecommunications industry and to area vocational and technical institutes equipped and staffed to carry out such training. An equipment and supplies list and visual aids also will be produced.

000524

Curriculum Development in Vocational Machine Shop for Farmers.
Project Director: Edwards, Donald
Organization: Staples Area Vocational-Technical Institute, Staples, MN 56479
Sponsoring Agency: Minnesota State Dept. of Education, St. Paul
Contract/Control No.: 12-CD-80/MN-80-9-4-482-1-12-CD-133
Funding Period: Start Date 26 Mar 80; End Date 30 Sep 80
Fiscal Year Funding: $2,500
Descriptors: *Adult Farmer Education, *Machine Repairer, *Pamphlets, *Machine Repairers, *Shop Curriculum, Information Dissemination, Equipment Maintenance
Identifiers: State, Proposal

An adult curriculum in machine shop for farmers will be developed, printed, and distributed to adult directors and the Minnesota instructional materials center. Thirty farmers will be interviewed to collect information. A thirty-hour class will be taught and evaluated. A pamphlet will be printed to disseminate the curriculum.

000525

Videotapes for Food Service Programs: Vegetable Cutting.
Project Director: McKeever, Ron
Organization: Dakota County Area Vocational-Technical Institute, P O Drawer K, Rosemount, MN 55068
Telephone: (612) 423-2281
Sponsoring Agency: Minnesota State Dept. of Education, St. Paul
Contract/Control No.: 15-CD-80/MN-80-94-482-1-15-CD-133
Funding Period: Start Date 10 Jun 80; End Date 31 Dec 80
Fiscal Year Funding: $2,500
Descriptors: *Instructional Materials, *Food Service Occupations, *Videotape Recordings, *Cooking Instruction, Audiovisual Instruction, Secondary Education, Secondary Education, Cooks
Identifiers: State, Proposal

A series of short videotapes presentations demonstrating proper vegetable cutting techniques useful for food service and chef training will be designed for group and individual instruction, and for working with special needs and limited-English-speaking students. The tapes will be placed in the Minnesota curriculum services center and made available on a cost-recovery basis.

000526

Information Sheets for Parents on Parenting.
Project Director: Linder, Judi, D.
Organization: Minneapolis Area Vocational-Technical Institute, 1101 Third Avenue South Minneapolis, MN 55404
Telephone: (612) 348-4747
Sponsoring Agency: Minnesota State Dept. of Education, St. Paul
Contract/Control No.: 13-CD-80/MN-80-94-482-1-13-CD-133
Funding Period: Start Date 10 Jun 80; End Date 31 Dec 80
Fiscal Year Funding: $2,080
Descriptors: *Child Development, *Parent Education, *Preschool Children
Identifiers: State, Proposal

Twenty-five information sheets containing comprehensive information on specific child development questions often raised by parents and those who care for two- and four-year old children will be produced. Information included in the sheets will be based on professional experience, conferences with professional staff, and current literature; it will be shared with staff of similar projects statewide.

000527

Curricula for Apprentice Farming and Fiberglass Lamination.
Project Director: Thomsen, Marvin L.
Organization: Pipestone Area Vocational-Technical Institute, Pipestone, MN 56164
Telephone: (507) 825-5471
Sponsoring Agency: Minnesota State Dept. of Education, St. Paul
Contract/Control No.: 14-CD-80/MN-80-94-482-1-14-CD-133
Funding Period: Start Date 10 Jun 80; End Date 31 Dec 80
Fiscal Year Funding: $2,400
Descriptors: *Program Development, *Apprenticeships, *Farming Occupations, Instructional Materials, Curriculum Development
Identifiers: State, Proposal, *Fiberglass, *Laminating

Aimed at better preparing students for jobs in the field, the project will focus on developing goals and objectives of two programs, the apprenticeship farming program and the fiberglass lamination program. A committee of former students, employers and other interested people will develop a useful and practical plan for review by a subcommittee, former students, and graduates working in the field.

000528

Conversion of Child Care Curricula to Competency-Based Education.
Project Director: Linder, Judi D.
Organization: Minneapolis Area Vocational-Technical Institute, 1101 Third Avenue South, Minneapolis, MN 55404
Telephone: (612) 348-4147
Sponsoring Agency: Minnesota State Dept. of Education, St. Paul
Contract/Control No.: 16-CD-80/MN-80-94-482-1-16-CD-133
Funding Period: Start Date 10 Jun 80; End Date 31 Dec 80
Fiscal Year Funding: $2,500
Descriptors: *Competency Based Education, *Learning Modules, *Early Childhood Education, Postsecondary Education, Educational Development, Instructional Materials
Identifiers: State, Proposal

Current child care classes will be changed into a competency-based model to extend classes into a variety of educational formats for postsecondary students. Project staff will review class information from files; contact current instructors, review Child Development Association competencies and state articulation projects in child care, and develop thirty program packages for individual classes.

PENNSYLVANIA

Curriculum Development (Sec. 133)

000416

Competency- and Field-Based Vocational Curriculum Specialist Development Program—Phase 3.
Project Director: Cotrell, Calvin J.
Organization: Temple University, College of Education, Broad and Montgomery Avenue, Philadelphia, PA 19122
Telephone: (215) 787-8376
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 85-9824
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $31,773 (Charged to FY 1979)
Descriptors: *Internship Programs, *Vocational Education Teachers, *Teacher Education, Program Development, Leadership Training
Identifiers: State, Proposal, *Curriculum Specialists

Ten to fifteen experienced vocational education teachers, coordinators, or supervisors who have the aptitude, interest, and professional capability to succeed as curriculum specialists will be recruited and placed in appropriate internships. Individualized advanced degree programs will be organized for each intern. Seminars of cor-

related leadership theory will be conducted, and field supervision for the interns will be provided. The program will be revised with the assistance of an advisory committee representative of a number of cooperating schools and university faculty. A final report will be written.

000417

In-service Training for Competency-Based Vocational Education.

Project Director: Bell, James E.
Organization: Eastern Northampton County Area Vocational-Technical School, RD 1, Kesslersville Road, Easton, PA 18042
Telephone: (215) 258-2857
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 85-9810
Funding Period: Start Date 16 Jul 79; End Date 03 Aug 79
Fiscal Year Funding: $1,250 (Charged to FY 1979)
Descriptors: *Inservice Teacher Education, *Competency Based Education, *Learning Modules, Educational Objectives, Evaluation Criteria, Curriculum Development, Individualized Programs, Teacher Developed Materials, Student Records
Identifiers: State, Proposal

In-service training will be conducted to enable each vocational education instructor to institute competency-based programs for the 1979-80 school year. Performance objectives for all competencies will be written; self-paced learning activities contain meaningful evaluations will be used, designed, and written. Accountability records indicating student progress will be maintained.

000418

Vocational-Technical Education Consortium of States (V-TECS) Catalog Development: Medical Secretary (Continuation).

Project Director: Smith, Curvin C.
Organization: Associated Educational Consultants, McKnight and Pine Creek Roads, P.O. Box 15073, Pittsburgh, PA 15237
Telephone: (412) 931-2244
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 85-9801
Funding Period: Start Date 01 Jul 79; End Date 31 May 80
Fiscal Year Funding: $27,330 (Charged to FY 1979)
Descriptors: *Behavioral Objectives, *Secretaries, *Criterion Referenced Tests, *Competency Based Education, Check Lists, Evaluation Criteria, Task Analysis, Inservice Education
Identifiers: *Vocational Technical Education Consortium States, State, Proposal

Valid curriculum materials for vocational education programs for medical secretaries will be provided through the development of a V-TECS catalog containing duties, tasks, performance objectives, and guides and a tools and equipment list. Associated Educational Consultants, Inc. will conduct intensive training in effective use of data from the task analysis system, a domain study for catalog development, and a computer analysis of the incumbent worker survey and prepare the field review and final versions of the catalog. A final report will be delivered.

000419

Vocational Education Resource Diffusion (Continuation).

Project Director: Keyes, Erma D.
Organization: Millersville State College, Stayer Research and Learning Center, Millersville, PA 17551
Telephone: (717) 872-5411
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 93-0001
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $82,347
Descriptors: *Instructional Materials, *Diffusion, *Competency Based Education, *Use Studies, *Research Utilization
Identifiers: State, Proposal, *Vocational Technical Education Consortium States

Diffusion activities will be employed to promote and facilitate the use of existing Vocational-Technical Education Consortium of States (V-TECS) materials and other recommended vocational education resources in preparing competency-based instruction for vocational education programs. Project staff will monitor resource use by identified target audiences and assess the impact of the diffusion process on vocational educator's acceptance and use of resources. Other variables affecting acceptance and use of resources will also be identified. Personnel at several education centers in the state will be identifed, trained in resource utilization techniques, and scheduled to provide training to local education agency representatives. A final report will be delivered.

TENESSEE

Research (Sec. 131)

000420

Industrial Arts Excess Cost Study (Continuation).

Project Director: Dunn, Charlie M.
Organization: Middle Tennessee State University, P.O. Box 239, Murfreesboro, TN 37132
Telephone: (615) 898-2613
Sponsoring Agency: Tennessee State Dept. of Education, Nashville
Contract/Control No.: ID 0494
Funding Period: Start Date 03 Aug 79; End Date 28 Sep 80
Fiscal Year Funding: $11,705 (Charged to FY 1979)
Descriptors: *Industrial Arts, *Educational Finance, *Financial Policy, Student Teacher Ratio, Advisory Committees
Identifiers: State, Proposal

A study will be conducted to determine a more equitable funding level for industrial arts programs, to make recommendations for an appropriate weighted factor and teacher-pupil ratio for industrial arts, and to consider the division of instruction between grades 7-9 and 10-12. Following a review of existing studies related to financing educational programs, preliminary recommendations will be presented to a ten-member panel of experts and revised based on their input. A final report will be delivered.

Exemplary and Innovative (Sec. 132)

000421

Counselor Renewal Program (Continuation).

Project Director: Pease, Dorothy M.
Organization: Nashville-Davidson County Metropolitan Public Schools, Nashville, TN
Telephone: (615) 259-5261
Sponsoring Agency: Tennessee State Dept. of Education, Nashville
Contract/Control No.: E 79
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $19,729 (Charged to FY 1979)
Descriptors: *Counselor Training, *Career Education, *Job Placement, *Counseling Services, *Vocational Development, Principals, Secondary Education, Career Counseling, Occupational Guidance, Counseling Effectiveness, School Counselors, Workshops
Identifiers: State, Proposal

Two two-day workshops will be held to provide junior and senior high school guidance counselors and principals with an orientation to vocational education, career education, and comprehensive placement programs. Participants will develop one or more products or plans, and the project director will monitor implementation of the plans in the local schools. Counselors will be pre- and posttested.

000422

Design and Implementation of an Articulated Guidance and Placement Program in Comprehensive High Schools and Vocational Centers (Continuation).

Project Director: Huguely, James
Organization: Memphis City Schools, Memphis, TN

Telephone: (901) 353-5348
Sponsoring Agency: Tennessee State Dept. of Education, Nashville
Contract/Control No.: E 79
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $58,880 (Charged to FY 1979)
Descriptors: *Career Guidance, *Articulation Education, *Guidance Programs, *Job Placement, *Student Placement, Secondary Education, Area Vocational Schools, Comprehensive High Schools, Educational Resources, Grade 12
Identifiers: State, Proposal

To assist vocational seniors in twenty-two comprehensive high schools and vocational and technical centers, project staff will implement an occupational guidance program to ensure that a maximum number of young people articulate into continuing vocational and technical programs and in full-time jobs related to their vocational training. Staff will adapt and refine a series of readiness sessions to ensure that vocational instruction is relevant to the world of work and will develop within students the ability to appraise their career goals in relation to their abilities, desires, and business and industry's needs. Transportable procedures and methods will be developed, and a guide will be produced.

000423

Summer Experience in Prevocational Education (Continuation).

Project Director: Colston, Henry
Organization: Hamilton County Schools, Chattanooga, TN
Telephone: (515) 757-2575
Sponsoring Agency: Tennessee State Dept. of Education, Nashville
Contract/Control No.: E 79
Funding Period: Start Date 01 Oct ;
Fiscal Year Funding: $48,565 (Charged to FY 1979)
Descriptors: *Career Education, *Summer Programs, *Prevocational Education, Occupational Information, Student Recruitment, Secondary Education, Student Interests, Safety Education
Identifiers: State, Proposal

Mathematics students will participate in a summer prevocational course to explore eight occupational areas and learn shop safety. The Ohio Vocational Interest Survey will be used to assess students; those who can best benefit from vocational programs will be identified. Each student will receive a printed program sequence for each vocational course and project courses for grades 10-12. Program completers will receive one-half credit. A final report will be delivered.

000424

Project SAVE. An Articulated Guidance and Placement Program for Handicapped Youth (Continuation).

Project Director: Miller, E. C.
Organization: Nashville-Davidson County Metropolitan Public Schools, Nashville, TN
Telephone: (615) 259-5213
Sponsoring Agency: Tennessee State Dept. of Education, Nashville
Contract/Control No.: E 79
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $8,995 (Charged to FY 1979)
Descriptors: *Student Placement, *Student Evaluation, *Mobile Educational Services. *Guidance Programs, *Disabilities, Vocational Aptitude, Secondary Education, Exceptional Persons
Identifiers: State, Proposal

One hundred handicapped students entering the Vocational Advancement Program in the ninth or tenth grade will be tested using the Systematic Approach to Vocational Education (SAVE) evaluation to determine vocational strengths and weaknesses, and to help with their placement in regular vocational programs and subsequently in jobs. Part-time testers will conduct the SAVE evaluation from a mobile vocational evaluation center. Reports on each student will be developed based on the SAVE test for use by teachers in course work and job placement. A manual describing procedures and instruments used or developed will be included in the final report. Workshops also will be developed.

000425

Exemplary Child Care and Guidance Program for a Second Year at Hillwood High School (Continuation).

Project Director: Hurst, Stewart Mrs
Organization: Nashville-Davidson County Metropolitan Public Schools, Nashville, TN
Telephone: (615) 259-5710
Sponsoring Agency: Tennessee State Dept. of Education, Nashville
Contract/Control No.: E 79
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $25,060 (Charged to FY 1979)
Descriptors: *Student Evaluation, *Basic Skills, *Child Care Occupations, *Experiential Learning, *Guidance Programs, Work Experience Programs, Employment Opportunities, Employment Qualifications, Secondary Education, Disadvantaged Youth
Identifiers: State, Proposal

The second year of this project will focus on developing evaluation procedures for assessing students' competancies as day care workers and providing information on available day care center jobs. The project will emphasize students' achievement in vocational English, math, and reading, and knowledge and skills necessary to get a job in a day care center. Two classes of fifty-eight students will be enrolled in one two-hour block and one three-hour block of time; second year students, enrolled in the three-hour block, will participate in classroom instruction, day care experiences, and on-the-job training. A final report will be delivered.

000426

Exemplary Project to Design and Implement a Guidance and Placement Program at Heritage Comprehensive High School and the Blount Occupational Education Center.

Project Director: Goins, J. L.
Organization: Blount County Schools, Maryville, TN
Telephone: (615) 984-8150
Sponsoring Agency: Tennessee State Dept. of Education, Nashville
Contract/Control No.: E 79
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $37,450 (Charged to FY 1979)
Descriptors: *Program Development, *Career Guidance, *Job Placement, *Student Placement, Career Exploration, Secondary Education, Inservice Programs, Occupational Information
Identifiers: State, Proposal

To help ensure proper student placement in vocational education programs and provide individual assistance to students seeking jobs or additional training after high school, project staff will develop and implement effective counseling and placement programs in the nine high schools in Blount County. Other objectives include developing elementary school occupational awareness programs and occupational exploratory courses for ninth graders. Guidance counselors will be retrained during the 1978-79 school year. The vocational director and guidance and placement coordinator will work with guidance counselors, school boards, advisory committees, employers, students, and public to carry out program objectives. Products will include occupational information handbook, placement brochures, training sponsor handbook, student on-the-job handbook, and student profile sheets.

000427

Greene County Guidance Placement Program (Continuation).

Project Director: Sellers, Floyd
Organization: Greene County Schools, Greeneville, TN
Telephone: (615) 639-4194
Sponsoring Agency: Tennessee State Dept. of Education, Nashville
Contract/Control No.: E 79
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $30,000 (Charged to FY 1979)
Descriptors: *Job Placement, *Student Placement, *Guidance Programs, School Community Relationship, School Business Relationship, Secondary Education, Agency Cooperation, Community Resources
Identifiers: State, Proposal

A placement team composed of educators, employers, agencies and community resources will provide vocational guidance and placement services to four high schools and a vocational school. Cooperation between schools and manpower agencies will be expanded, and the

school system will be committed to placing all vocational students in jobs or further schooling. The placement coordinator will work with the Tennessee Department of Employment Security, CETA, vocational rehabilitation, local employers, and other agencies. Placement will be accomplished through in-service activities, student surveys and discussions, and surveys and contacts with employers and other community members.

000428

Placement Services in Relation to the Success of Vocational Programs (Continuation).

Project Director: Graham, Clark
Organization: Rhea County Department of Education, Dayton, TN
Telephone: (615) 775-0555
Sponsoring Agency: Tennessee State Dept. of Education, Nashville
Contract/Control No.: E 79
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $26,159 (Charged to FY 1979)
Descriptors: *Job Placement, *Student Placement, *Program Evaluation, *Prevocational Education, Cooperative Education, Secondary Education
Identifiers: State, Proposal

A placement office will be established, students will receive prevocational orientation to improve placement in vocational programs, and placement data will be used to evaluate vocational programs and improve curriculum. Students will register with the placement office and have access to recognized placement services. Increased placement of graduates should establish the credibility of the Rhea County vocational programs.

000429

Request to Include Existing Guidance Counselors from Four Counties in the Development and Implementation of a Comprehensive Guidance Program in Grades 7-12 (Continuation).

Project Director: Heineman, Betsy
Organization: Clarksville-Montgomery County Schools, Clarksville, TN 37040
Sponsoring Agency: Tennessee State Dept. of Education, Nashville
Contract/Control No.: G 79
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $34,774 (Charged to FY 1979)
Descriptors: *Career Education, *Inservice Education, *Counselor Training, *Guidance Programs, Counselors, Student Placement, Needs Assessment, Evaluation Methods, Job Placement, Occupational Information, Instructional Aids, Secondary Education
Identifiers: State, Proposal

A comprehensive guidance course will be used to provide twenty-four guidance counselors from four counties with an orientation to career education emphasizing vocational and technical curricula, resources to place students in rewarding vocational programs, skills in matching employement opportunities with student interests, and a sense of their role in a comprehensive placement program. Counselors will attend classes once a month for ten months; a seven-day training session in onsite job description and an eight-day classroom session on needs assessment and evaluation also will be conducted. Products will include brochures for each vocational program, orientation slide cassettes, and a compilation of job descriptions.

000430

Alternative Vocational Education Program.

Project Director: Jackson, Jackie
Organization: Roane County Schools, Kingston, TN 37763
Telephone: (615) 882-3700
Sponsoring Agency: Tennessee State Dept. of Education, Nashville
Funding Period: Start Date 01 Jan 80; End Date 30 Jun 80
Fiscal Year Funding: $33,740 (Charged to FY 1979)
Descriptors: *Educational Alternatives, *Potential Dropouts, *Delinquent Rehabilitation, *Building Trades, *Construction Process, * *Skill Development, Counseling Services, Secondary Education
Identifiers: State, Proposal

A maximum of thirty students who are potential dropouts, pushouts, or in trouble with the law will participate in an alternative educational program in which they will construct a house to learn skills in the building trades. Students, who will be assigned to the program by a committee of educational and law enforcement personnel, will be placed under strict attendance requirements. They will be required to develop a salable skill and fulfill secondary school academic requirements. An onsite counselor will help students make decisions and solve problems during their enrollment period. A final report will be delivered.

000431

Exemplary Program for the Articulation of High School Students in Vocational Education.

Project Director: Glasscock, Jerry
Organization: Overton County Schools, 112 Bussell St. Livington, TN 38570
Telephone: (615) 823-1287
Sponsoring Agency: Tennessee State Dept. of Education, Nashville
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $24,958 (Charged to FY 1979)
Descriptors: *Comprehensive Programs, *Career Education, *Student Recruitment, *Articulation Education, *Enrollment Occupational Information, Area Vocational Schools, Counselors, Industrial Arts, School Community Relationship, School Business Relationship, Secondary Education, Publicity
Identifiers: State, Proposal

Project staff will increase student enrollment in the comprehensive vocational program by 50 percent; begin a career awareness program using guidance counselors, the industrial arts program, and the community; and more fully articulate the vocational education curriculum with the regular school program and the area vocational school. Direct contact, the media, and a brochure will be used to inform students of the program. Businesses will inform instructors and students of skills needed for employment. A final report will be delivered.

000432

Energy Awareness Seminar for Vocational Instructors in Building Trades and Heating, Air Conditioning, and Refrigeration.

Project Director: McCullough, Sheila
Organization: Energy Opportunities Consortium, P.O. Box 299, Knoxville, TN 37901
Sponsoring Agency: Tennessee State Dept. of Education, Nashville
Funding Period: Start Date 01 Jan 80; End Date 30 Sep 80
Fiscal Year Funding: $19,770
Descriptors: *Energy Conservation, *Construction Process, *School Shops, *Building Trades, *Teacher Workshops, Vocational Education Teachers, Solar Radiation, Building Innovation
Identifiers: State, Proposal

An energy awareness seminar will be held to introduce vocational instructors to the energy conservation ethic and acquaint them with energy efficient building methods and techniques. Topics will include energy use and conservation, innovative heating and cooling techniques, energy efficient construction, and design and site selection for energy efficiency. Participants will design a plan for integrating energy education into the curriculum and for making their school shops more energy efficient. Models demonstrating solar technology, types of insulation, and other energy efficient construction will be displayed by the TVA and the Energy, Environment and Resources Center at the University of Tennessee. A final report will be written.

000433

Exemplary Program Designed to Enroll Males in Shorthand (Continuation).

Project Director: Drennan, H. Dalton
Organization: Middle Tennessee State University, Murfreesboro, TN
Telephone: (615) 898-2902
Sponsoring Agency: Tennessee State Dept. of Education, Nashville
Contract/Control No.: ID 0675
Funding Period: Start Date 29 Aug 79; End Date 29 May 80

Fiscal Year Funding: $12,046 (Charged to FY 1979)
Descriptors: *Sex Stereotypes, *Office Occupations Education, *Males, *Shorthand, * *Nontraditional Occupations, *Enrollment, Secondary Education, Student Attitudes
Identifiers: State, Proposal

To help reduce sex stereotyping in office education and develop a positive attitude by males toward shorthand and office education, males will first be enrolled in male-only groups, then integrated with females in shorthand classes. Project staff will develop materials for teaching shorthand which are more male-oriented, use a testing program including teacher-made and standardized tests, keep a record folder for each student including work samples and progress charts, use student and instructor evaluations, and conduct several follow-up studies of the group. Students successfully completing the program will be equipped with entry-level shorthand skills.

TEXAS

Research (Sec. 131)

000434

Development of a Competency-Based Curriculum of Related Instruction for Maintenance Apprentices in the Chemical Industry (Continuation).

Project Director: Rubio, J. J. Jr. ; Raley, William L.
Organization: College of the Mainland, Texas City, TX 77590
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 00230038
Funding Period: Start Date 01 Jul 79; End Date 28 Feb 80
Fiscal Year Funding: $16,889
Descriptors: *Apprenticeships, *Chemical Industry, *Technical Education, Curriculum Development, Learning Modules, Competency Based Education, Behavioral Objectives, Supplementary Education, Carpenters, Electricians, Instrumentation Technicians, Machine Repairmen
Identifiers: State, Proposal

Curricula will be developed to train more than 300 maintenance apprentices enrolled at College of the Mainland in crafts common to the chemical industry: boilermaker/rigger, carpenter, electrician, instrument repairer, insulator, machinist, painter, pipefitter, and pumper gauger. Based on a comprehensive job analysis of the nine crafts developed by a consultant firm, up to sixty-nine courses encompassing 727 modules which translate the tasks and duties into performance objectives will be written. All products will be distributed to the Texas public vocational institutions with chemical plants in their districts to help them meet the training needs of local industry and to promote apprenticeships as an instructional strategy. In addition, selected courses and modules will be used to provide supplemental instruction to approximately 700 journeypersons.

000435

Identification and Utilization of Employer Requirements for Entry-Level Health Occupations.

Project Director: Hayes, John
Organization: East Texas State University, Commerce, TX 75428
Telephone: (214) 886-5623
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 00230039
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $59,285
Descriptors: *Allied Health Occupations, *Job Training, *Job Skills, Task Analysis, Secondary Education, Entry Workers, Program Planning, Curriculum Planning, School Business Relationship
Identifiers: State, Proposal

Employers in the health care field will be surveyed with the Delphi technique to assess their expectations for entry-level skills for health assistants; tasks performed by workers in selected health occupations will be identified through a literature review. A progression from simple to complex skills in each selected occupation will be established as will the educational level at which these skills should be taught. Educators will use the research results in structuring secondary health occupations training.

000436

Mainstreaming the Handicapped Student in Vocational Home Economics.

Project Director: Durr, Gloria E.
Organization: Stephen F. Austin State University, Nacogdoches, TX 75962
Telephone: (713) 569-4502
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 00230042
Funding Period: Start Date 01 Sep 79; End Date 30 Jun 80
Fiscal Year Funding: $28,623
Descriptors: *Mainstreaming, *Guides, *Ancillary Services, *Home Economics Education, *Resource Materials, *Disabilities, *Secondary School Students, Data Collection, Home Economics Teachers
Identifiers: State, Proposal

Handicapped students in regular home economics programs will benefit from the development of a manual on mainstreaming for home economics teachers. Two data collection instruments will be developed—one for use in interviews at selected agencies, departments, or commissions to determine services and materials provided; the other, to collect data relative to problems encountered by home economics teachers in mainstreaming. Site visits will be made to observe situations and practices employed. University computer services will be used to analyze the data from which the manual, including guidelines and materials, will be developed.

000437

Pilot Testing a Curriculum in Energy Conservation to Train Secondary and Postsecondary Vocational Students.

Project Director: Green, C. Paul
Organization: Navarro College, Corsicana, TX 75110
Telephone: (214) 874-6501
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 00230043
Funding Period: Start Date 01 Sep 79; End Date 30 Jun 80
Fiscal Year Funding: $69,779
Descriptors: *Energy Conservation, *Curriculum Evaluation, *Learning Modules, *Inservice Teacher Education, Articulation Education, Secondary Education, Postsecondary Education, Videotape Recordings
Identifiers: State, Proposal

An eleven-module energy conservation curriculum will be pilot tested and evaluated. A learner verification and revision approach will be used to (1) develop and design pretests and posttests; (2) determine teaching time and reading level for each module; (3) evaluate student laboratory activities, textual materials, and module and unit sequencing; and (4) analyze articulation between secondary and postsecondary programs. A videotape will be developed as a dissemination and diffusion tool. Two inservice workshops will be held for secondary and postsecondary teachers to discuss the objectives of the pilot test and procedures for implementation. Each module will then be pilot tested four times on each education level. After evaluation and pilot testing, the modules will be revised, reprinted and disseminated. A final report will be delivered.

000438

Assessment of Occupational Orientation Investigation Activities and Course Content at the Local Level to Determine Its Effectiveness.

Project Director: Fox, Norris
Organization: North Texas State University, College of Education, Denton, TX 76203
Telephone: (817) 788-2093
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 00230234
Funding Period: Start Date 15 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $23,446
Descriptors: *Career Exploration, *Curriculum Evaluation, *Behavioral Objectives, * *Program Effectiveness, Curriculum

Guides, Curriculum Development
Identifiers: State, Proposal

Local occupational investigation curriculum will be assessed and a curriculum outline completed. Performance objectives will be written from validated goals and objectives which will provide a method of measuring curriculum content, student performance, and local program effectiveness. Facilitating activities from the existing curriculum also will be included. Teachers of occupational investigation will be surveyed to identifty the goals and objectives for validation.

Curriculum Development (Sec. 133)

000439

Development of Instructional Materials for Educationally Disadvantaged Students.
Project Director: Hayes, John H.
Organization: East Texas State University, Commerce, TX 75428
Telephone: (214) 886-5623
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 90230257
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $204,606 (Charged to FY 1979)
Descriptors: *Instructional Materials, *Educationally Disadvantaged, *Non English Speaking, *Task Analysis
Identifiers: State, Proposal

Instructional materials for educationally disadvantaged and limited-English-speaking students enrolled in coordinated vocational academic training will be developed, printed, and disseminated. Additional task listings for job titles to reflect actual tasks performed will be developed to serve as a basis for the materials.

000440

Vocational Instructional Services for the Handicapped in Agricultural Education (Continuation).
Project Director: Page, Foy
Organization: Texas A&M University, College Station, TX
Telephone: (713) 799-3880
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 90230400
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $40,705 (Charged to FY 1979)
Descriptors: *Instructional Materials, *Sex Fairness, *Nontraditional Occupations, *Agricultural Education, *Disabilities, Inservice Teacher Education, Information Dissemination, Material Development, Visual Aids
Identifiers: State, Proposal

Curriculum materials for handicapped students, for overcoming sex bias in vocational education, for students enrolled in programs traditionally limited to the opposite sex, and for improving the vocational agricultural education program will be developed, produced, and disseminated. The Texas Education Agency will be assisted in providing in-service training in the use of the materials. Two manuscripts and illustrations for two sets of color transparencies will be developed.

000441

HE-VEH Instructional Materials.
Project Director: Bell, Camille
Organization: Texas Tech University, Lubbock, TX
Telephone: (806) 742-3037
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 90230401
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $66,753 (Charged to FY 1979)
Descriptors: *Program Guides, *Instructional Materials, *Inservice Teacher Education, *Career Educaton, *Exceptional Persons, Material Development, Information Dissemination, Readability
Identifiers: State, Proposal

An orientation to the world of work guide for vocational education for the handicapped (VEH) programs will be developed and printed. The readability of student references recommended in VEH instructional materials wil be developed materials for the handicapped will be disseminated nationwide. The project will also assist with in-service education in the use if instructional materials at state in-service education conferences and workshops.

000442

Vocational Instructional Services in Industrial Education.
Project Director: Page, Foy
Organization: Texas A&M University, College Station, TX
Telephone: (713) 779-3880
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 00230045
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $236,347
Descriptors: *Instructional Materials, *Nontraditional Occupations, *Industrial Education, *Metric System, *Economic Education, *Material Development, Inservice Teacher Education, Sex Fairness, Visual Aids
Identifiers: State, Proposal

Curriculum materials will be developed, produced, and disseminated for different trades and occupations, to overcome sex bias, to assist students enrolled in programs traditionally limited to the opposite sex, to create an awareness and knowledge of the free enterprise to imrove vocational industrial education programs, and to teach the metric system. Seven new publications will be produced. Two publications will be revised. Two sets of transparencies; one set of slides, script, and tape; and sixty technical information tests will be developed. The Texas Education Agency will be assisted in providing in-service teacher education in the proper use of the materials.

000443

Curriculum Materials for Marketing and Distributive Education and Industrial Cooperative Training Programs (Continuation).
Project Director: Hatfield, Thomas M.
Organization: University of Texas, Austin, TX
Telephone: 471-3123
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 00230053
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $232,527
Descriptors: *Competency Based Education, *Distributive Education, *Marketing, *Cooperative Education, *Industrial Education, Postsecondary Education
Identifiers: State, Proposal

A competency-based advaced marketing curriculum for second-year cooperative students in marketing and distributive education will be researched, field tested, revised, and prepared for final development. This will create a four-level curriculum and provide a separate curriculum for postsecondary programs in mid-management. In addition, a competency-based curriculum for industrial cooperative training will be researched and field tested. Individualized instruction projects begun the previous contract year will be completed and disseminated.

VIRGINIA

Research (Sec. 131)

000444

Vocational Education Reporting System (VERS) Project (Continuation).
Project Director: Elson, Donald E.
Organization: Virginia Polytechnic Institute and State University, 217 Lane Hall, Blacksburg, VA 24061
Telephone: 961-5237
Sponsoring Agency: Virginia State Dept. of Education, Richmond
Contract/Control No.: VA-79-C-131-2-RS-001
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $42,924
Descriptors: *Educational Planning, *Records Forms, *Outcomes

of Education, *Data Collection, *Management Information Systems, Program Guides, Information Dissemination
Identifiers: State, Proposal

During the second year of the project, the VERS data forms and the user's manual will provide the means to collect information necessary for planning vocational education programs in Virginia. The staff of the Division of Vocational and Adult Education and the Division of Management Information systems will revise the forms and manual after which they will be printed and distributed. Project staff also will analyze the data from the Division of Management Information Systems and prepare the report entitled 'Outcomes of Vocational Education in Virginia'. Other activities of benefit to the Division of Vocational Adult Education will be conducted.

WEST VIRGINIA

Curriculum Development (Sec. 133)

000446

Competency-Based Education (CBE) Mine Machine Electrician Curriculum Development.
Organization: RCA Service Company, Cherry Hill Office, Camden, NJ 01801
Sponsoring Agency: West Virginia State Dept. of Education, Charleston
Contract/Control No.: BVTAE-76-WV-80-C-6
Funding Period: Start Date 01 Aug 79; End Date 30 Jun 80
Fiscal Year Funding: $19,763
Descriptors: *Competency Based Education, *Mechanical Equipment, *Electricians, *Behavioral Objectives, Secondary Education, Postsecondary Education
Identifiers: State, Proposal, Vocational Technical Education Consortium States, *Mining

A competency-based mine machine electrician curriculum, based on the Bureau of Vocational, Technical, and Adult Education format, will be developed from the Vocational-Technical Education Consortium of States catalog and other validated cognitive, affective, and psychomotor tasks for statewide use.

WISCONSIN

Exemplary and Innovative (Sec. 132)

C00445

Educational Television Programming.
Project Director: Townley, Barbara
Organization: Wisconsin Board of Vocational-Technical Adult Education, 4802 Sheboygan Avenue, Madison, WI 53702
Sponsoring Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, Madison
Contract/Control No.: 19
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $7,900
Descriptors: *Educational Television, *Telecourses, *Outreach Programs, *Programing Broadcast, *Nontraditional Education, Adult Education, Regional Programs, Technical Education
Identifiers: State, Proposal

Two vocational, technical, and adult educational programs for each semester of the 1979-80 school year will be rented from the Educational Communications Board for broadcasts on the Educational Television Network. Promotion, recruitment, enrollment, and management of the programs will be coordinated through the sixteen local vocational, technical and adult education (VTAE) districts to provide an alternative method of teaching vocational subjects in outreach areas.

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	Health Occupations Education Curriculum Project.	000457
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	Model Sex Equity Program (Continuation).	000461
	Specific Career Orientation Readiness (Continuation).	000458
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California	Feasability Study for a California Center for the Study of Vocational Education.	000463
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	Planning for the Development of Comprehensive, Sequential Vocational Home Economics Curriculum—Phase 1.	000499
	Planning Model for a Hotel and Restaurant Program and an Education Center in an Urban Area.	000489
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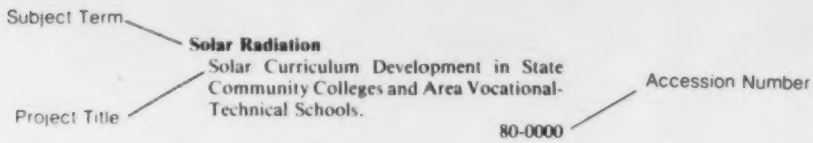

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000479
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000480
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000425
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Teacher Workshops
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000519

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000479

Teaching Methods
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Teaching, Learning, and Curriculum: Putting It All Together for Vocational Education.
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ORGANIZATIONAL RESOURCES

This section provides names, addresses, and telephone numbers of state research coordinating unit directors (sponsoring agencies of projects reported in the Projects in Progress section) and for journals, magazines, professional associations, and information systems and networks of interest to vocational and technical educators. An information system or network is profiled in each issue.

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Adult Education Lifelong Learning: The Adult Years
Adult Education Association of the USA
810 Eighteenth Street, NW
Washington, DC 20036

Aging and Work: A Journal of Age, Work and Retirement
National Council on Aging, Inc.
1828 L Street, NW
Washington, DC 20036

Agricultural Education
Agricultural Education Magazine, Inc.
806 Cambridge Road
Blacksburg, VA 24060

Business Education World
McGraw-Hill, Inc.
Princeton Road
Highstown, NH 08520

Canadian Training Methods
542 Mt. Pleasant Road
Suite 103
Toronto, Ontario, M4S3M7 CANADA

Canadian Vocational Journal
251 Bank Street
Suite 608
Ottawa 4, Ontario, K2P 1X3 CANADA

Community and Junior College Journal
American Association of Community and Junior Colleges
One Dupont Circle, NW
Washington, DC 20036

Delta Pi Epsilon Journal
Delta Pi Epsilon National Office
Gustavus Adolphus College
St. Peter, MN 56082

Educational Technology
Educational Technology Publishers, Inc.
140 Sylvan Avenue
Englewood Cliffs, NJ 07632

Elements of Technology
Chesswood House Publishing Ltd.
542 Mt. Pleasant Road
Suite 103
Toronto, Ontario M4S3M7 CANADA

Home Economics Research Journal
American Home Economics Association
2010 Massachusetts Avenue, NW
Washington, DC 20036

Industrial Education
Macmillian Professional Magazines
262 Mason Street
Greenwich, CT 06830

Industrial and Labor Relations Review
Cornell University
Ithaca, NY 14853

Journal of Allied Health
American Society of Schools of Allied Health Professions
One Dupont Circle
Suite 300
Washington, DC 20036

Journal of the American Association of Teacher Educators in Agriculture
Agricultural Education Program
435 General Classroom Building
University of Missouri-Columbia
Columbia, MO 65201

Journal of Business Education
Heldref Publications
4000 Albemarle Street, NW
Suite 504
Washington, DC 20016

Journal of Home Economics
American Home Economics Association
2010 Massachusetts Avenue, NW
Washington, DC 20036

Journal of Industrial Teacher Education
National Association of Industrial and Technical Educators
Ritter Annex 443
Thirteenth and Columbia
Temple University
Philadelphia, PA 19122

Journal of Vocational Education Research
American Vocational Education Research Association
Carol Kowle, Managing Editor
The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210

Man/Society/Technology

American Industrial Arts Association
1201 Sixteenth Street, NW
Washington, DC 20036

School Shop
Prakken Publications, Inc.
416 Longshore Drive
Ann Arbor, MI 48107

Training
Lakewood Publications, Inc.
731 Hennepin Avenue
Minneapolis, MN 55403

Training and Development Journal
American Society for Training and Development
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VocEd
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2020 North Fourteenth Street
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